

ATHLETIC JOURNAL

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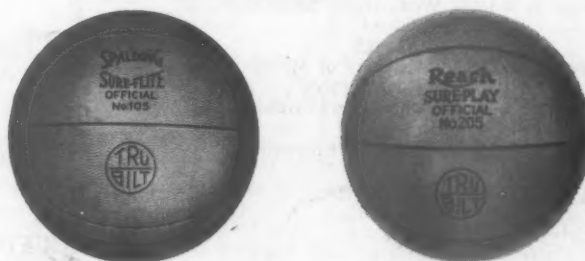


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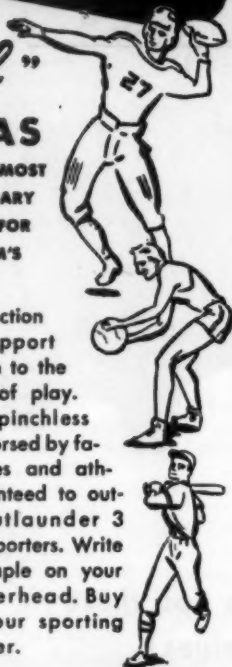
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"**B**UD" Wilkinson is scheduled to appear at four coaching schools this summer at this writing. The Sooner's popular football coach has done a magnificent job in guiding his Oklahoma team to 28 victories, only three defeats and one tie in the past three seasons. Last year he not only was chosen as head coach of the College All Star team but was voted Coach of the Year by the National Football Coaches' Association. Bud began his association with college football under Bernie Bierman at the University of Minnesota, where he played on the varsity squad three seasons — 1934, '35, and '36. It was these three years that Minnesota won the national collegiate championship. He was a guard in 1934 and '35 but was moved to quarterback for the 1936 season. In 1937 he quarterbacked the College All Stars to their first victory over the professional team (the Green Bay Packers) and played three-fourths of the game. Wilkinson also was a hockey goalie at Minnesota and captain of the golf team. He won the Big Ten medal awarded by Minnesota to the graduating senior most outstanding in scholarship and athletics. . . . Harold Olsen, who won five Big Ten basketball titles in his 24 years as basketball coach at Ohio State, will be head basketball coach at Northwestern University this year, succeeding "Dutch" Lonborg who moves to the University of Kansas as athletic director. Olsen left Ohio State in 1946 to coach the Chicago Stags professional team. . . . Bob Reihsen, former head football coach at Evanston, Illinois, Township High School, has been signed as an assistant to Bob Voigts at Northwestern.

THE wrestling coach at Washington and Lee University, Harry Broadbent, has this sign on the ceiling of the gymnasium right over the area where his boys practice: "When you can read this you're in trouble". . . . Paul Moon, whose basketball team at Davenport, Iowa, High School won the state tournament this year, has compiled an impressive record in his

22 years at that school. His basketball teams have garnered 83 championships, including 15 district, 15 sectional, 12 quad-city, 4 tri-city, 13 city, 13 Mississippi Valley, six sub-state and five state championships. His teams have been runners-up in the state final nine times. . . . Ray Eddy, who coached Madison, Indiana, High School to the state title this year, will assume the post of head basketball coach at Purdue University. He succeeds Mel Taube who resigned as basketball coach but who will continue as baseball coach. . . . Dick Miller resigned as head football coach at the University of North Dakota to take over a similar post at McKinley High School in Canton, Ohio. . . . George Case, former star for the Washington Senators, has been named baseball coach at Rutgers University to succeed Chuck Ward who resigned after 12 years.

IN the recent unauthorized football game between the University of California and College of Pacific, neither team had the benefit of any formal coaching. The game, which was featured as a duel between Cal's Bob Celeri and Pacific's Eddie LeBaron, was won by College of Pacific, 7-6. Explaining the sloppy football played by both teams LeBaron said: "There's no substitute for a coach." . . . The Interstate Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois, are now distributors for the National Federation of State High School Athletic Associations for all of their Rule Books and other publications. Three books are now ready: Baseball Case Book — 1950; Baseball Rules — 1950; Track and Field Rules and Records — 1950. . . . Lauren Phelps made the varsity basketball team at Chenango Forks, New York, Central School both in 1948-49 and in 1949-50. The remarkable thing about this is that he lost his right leg in an accident between the two seasons and played in 1949-50 with an artificial leg. In a recent game he played a major portion of the time and scored nine points.

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Controlling Stomach Distress With Mucotin

By CHARLES E. BEAUDRY PH. D.

Assistant Track Coach, St. Louis University

THE training problem of what to do for the athlete with the sensitive stomach has long plagued coach, trainer and the unfortunate aspirant to the varsity team. This infirmity, while visiting all sports, seems to have taken its greatest toll in track. It is not at all uncommon for a coach to observe several of his future point-winners affected with nausea and spewing, especially during the early pre-competition stage of training. As conditioning progresses there is usually a notable drop in stomach distress although a certain percentage of athletes continue to "disgorge" throughout the entire season. For more than six years, one of our university quarter-milers had regularly vomited after every hard race. Canada's greatest distance ace, the famed Gerard Cote, competed carrying a bottle of Milk of Magnesia which he ingested at regular intervals along his twenty-six mile marathon path.

This unfortunate stomach sensitivity has unquestionably weakened many school teams, not only in restricting certain athletes to competition in one event, but in discouraging otherwise excellent candidates to continue training.

Nausea and vomiting after competition are often due to an abnormal concentration of hydrochloric acid in the stomach. Failure of alkaline powder to neutralize this excessive acidity is due to the natural propensity of the gastric mucosa to generate additional acid when irritated by alkaline substances. Yet, clinical study has long indicated that reduction of stomach acidity through antacids is the most important factor in the control of gastric pain and discomfort initiated by hyperacidity.

It would appear that all early efforts to discover an effective antacid were doomed to failure. Invariably, carefully administered preparations of sodium bicarbonate, calcined magnesia, bismuth subcarbonate and a host of others provided an altogether too transitory neutralization, a tendency to alkalosis, acid rebound and occasional interference with normal gastric functions such as depression of gastrointestinal motor activity. Thus while many medical men be-

lieved that reduction of gastric acidity was imperative in the control of training vomiting, no effective remedy appeared at hand. In fact, commercial products of the last decade frequently contained histamine in such quantities as to actually increase acidity.

However, in the November 1947 *Archives of Surgery*, Dr. Leo L. Hardt reported that thirty-four peptic ulcer patients were all promptly relieved of symptoms through *Mucotin*, a combination of gastric mucin, dried aluminum hydroxide gel and magnesium trisilicate. In theory, the aluminum hydroxide and magnesium trisilicate attains a viscous consistency and progressively neutralizes the acid which diffuses through it, while the gastric mucin inhibits further acid production by effectively imparting a protective, even tenacious coating to the gastric mucosa. Gastroscopic studies and roentgenograms indicate this mucin-antacid combination impressively films the stomach wall and remains for over an hour. It is interesting to note that in 1931 Dr. Folgelson had reported the value of mucin in ulcer therapy, a discovery which was later confirmed by other investigators. However, another fifteen years of research were needed to successfully eliminate the acid rebound which had counterbalanced much of the original therapeutic effect.

We reasoned, therefore, that if *Mucotin* had been approved by the Council of Pharmacy and Chemistry of the American Medical Association

(Continued on page 45)

C HARLES E. BEAUDRY shares the National Canadian 50-yard indoor record with Harrison Dillard and others. During his sprinting career he defeated such track greats as Herb Thompson, Barney Ewell, Eulace Peacock, Ed Duggar and Grover Klemmer. His best official time in the 100-yard dash is 9.4 made at the Quebec International Marathon Games in 1947.

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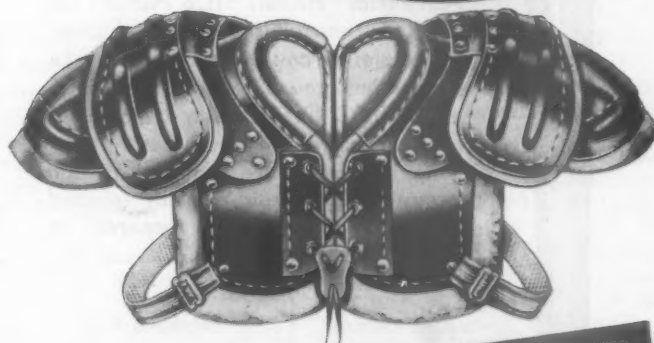
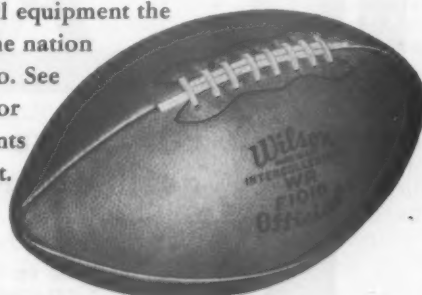
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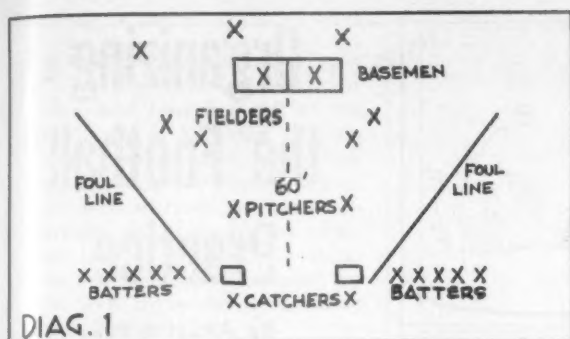
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Activated Softball

By RALPH E. BILLETT

Coach, University School, Ohio State University



REGULATION softball is a sport of moderate activity and is well adapted for spring and summer play. The game fulfills the need for team competition, is a reasonable counterpart of the national pastime, and offers opportunity for social and physical development — all of which are desirable objectives in the physical education program. Softball, however, must be recognized as a semi-active game. The large number of participants, limited time and facilities, and group or individual readiness at various grade-levels, necessitates activation and adjustment. How can this be accomplished? Two methods have been used successfully: first, greater participation is achieved by increasing the number of batters, modifying the requirements to score runs, requiring greater group employment in the game, and by equalizing turns at bat. Secondly, activities closely related to the game situation that require large numbers and retain the element of competition are used.

These two types of activities are listed as "greater participation games" and "related activities" and include activities used at grade levels ranging from intermediate elementary through the secondary school. The activated softball activities are not intended to supplant regulation softball but to provide a more varied

softball experience and represent a closer approach to democratic play.

Greater Participation Games

Run to Base (Elementary through senior high)

RALPH E. BILLETT graduated from Lebanon Valley College where he played varsity basketball and baseball. He served as a physical training officer in the Army Air Corps. Following the war he received his Masters degree at Ohio State. Mr. Billett coaches basketball and track at University School.

This game is played on a regulation softball field with the distance between bases adjusted to the grade level. Players are divided into two teams with one team in the field and the other at bat. Side retirement is declared after each player has received a turn at bat. Each player in batting attempts to reach base safely, which scores a run for his team. Upon hitting the ball he may run to first base or third base and the fielding team must be alert and throw the ball to the correct base. The batter must proceed to the base toward which he takes the first step. At low

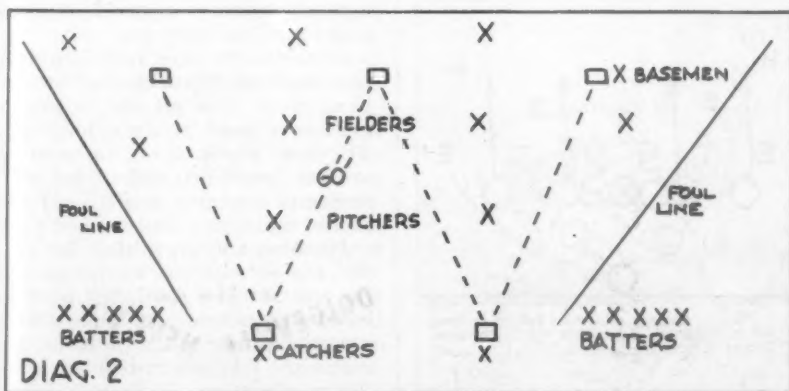
elementary levels it is better to use the one base option. After a put-out or a safe trip to a base, the pitcher pitches to the next batter. Time, or a set number of innings may determine a game. The number of batters may be reduced if it is undesirable to allow the entire team to bat. Each batter is allowed three strikes and with the above few exceptions, general rules of softball are followed. *Twenty-One Softball* (Elementary through senior high)

In this game, points are received by the batting team according to the number of bases advanced safely on hits. Each player has one turn to bat in each inning and the side is retired after this is accomplished. The team score is kept and the team receiving twenty-one points first is declared the winner. Players attempting to advance an additional base who are tagged out receive no points for their team. Slow-pitch softball is a requirement. Limiting batters to two non-foul strikes speeds up the game. The game may also be played with three outs retiring the side.

Two-Batter Long Base (Elementary through junior high)

This game is designed to employ more players in responsible positions and increase the number of batters. The field is laid out as shown in Diagram 1. The fielding team attempts to put out batters by tagging the base, catching fly balls, and by tagging runners. The side may be retired after every player has had his turn to bat or after a specific number of batters. The batting team divides into two groups. One bats at one base and the other bats at the remaining base. Base runners must return home to the base at which they batted, and only when the ball in play at their base is hit. Players from either batting group may be put out by any fielder. Any number of runners may be on base as long as another batter is available. When one batting group finishes before the other, players may be shifted to avoid

(Continued on page 47)



Organizing the Football Practice

By ARCH STEEL
Football Coach

Lincoln Park, Michigan, High School

<p>Drill 1. Defensive backfield practices tackling or pass defense while offensive team runs plays. Players may be substituted for the dummies.</p>	<p>Drill 2. Offensive drill for guards. Practice blocks on ends and linebackers.</p>
<p>Drill 3. Defensive drill for guards. Guard takes position directly in front of middle man. He can be blocked by any of the three or by a combination. He must fight against resistance while going straight in.</p>	<p>Drill 4. Pass defense drill. Tackles in front of ends afford practice for ends in eluding tackles who try to keep them in.</p>
<p>Drill 5. Defensive end and tackle drill. Ends change to get both offensive and defensive drill. Guards may be added to drill.</p>	<p>Drill 6. Defensive line drill. Defensive line watches the ball and the opponent and charges on the snap of the ball to the coach. Check for aggressiveness, use of hands, body position, etc.</p>
<p>Drill 7. Offensive line blocking drill. Line may practice blocking assignments on any play. Coach checking on stance, tip-offs, speed, execution, etc.</p>	<p>Drill 8. Kicking drill with defensive team using different maneuvers to block kick. Teams A and B alternate.</p>

YOUNG football coaches starting their careers at the helm of a high school squad will find that in many respects, the easiest and certainly the most enjoyable hours of a football coach's year are those spent on the practice field actually coaching football. The schedule is the high pressure period of course, but the eager and ambitious coach will have little trouble finding something to do every day in the year. It goes without saying that a great deal goes on between seasons. Screening of material coming up from the various "feeder" squads such as the javees, frosh, "B" squad; choosing an offense suitable for the material at hand, and replacing and shifting personnel to get the greatest benefit from their ability. These and many other chores loom foremost in the coach's mind before the season gets underway.

Even though the head coach delegates everything possible to his assistant or assistants, there is still plenty for him to do. Among the things which he cannot very well delegate, and for which he must be personally responsible, are the following: offensive plays and maneuvers; general over-all plan of offense and defense; team morale; general plan of strategy, and any special technique which the assistants are unable to teach along with the general supervision of the entire football program.

Certainly no one individual can possess all the ingredients of the ideal head coach, nor all the talents or abilities desired in a coaching staff. The head coach, therefore, must co-ordinate the efforts and talents of his assistants toward a desired end that should result in a well-coached team.

Planning and organizing the practice session with the co-operation of the assistant in a routinized schedule based on fundamentals, appears to be a partial answer to the problem. The routinized schedule system has a definite advantage in that it covers

ARCH STEEL graduated from Bowling Green University in Ohio and took his MA at the University of Michigan. He became football and basketball coach at Lincoln Park in 1940. His football team won the conference championship in 1948. An article entitled "Teaching the Inexperienced Lineman" by Mr. Steel appeared in the June issue last year.

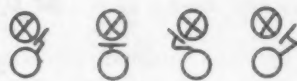
the following factors confronting the average high school football coach: It provides better handling of large squads where only a small staff is present; "green" material is not neglected but fitted in with veteran personnel; it increases the proficiency of the over-all personnel and saves time in all cases, as well as allowing the small coaching staff to accomplish a maximum amount of work in its two-hour practice drill.

The average coaching staff can scarcely find time to prepare the squad thoroughly for all the demands of modern football. The fact that defensive formations are so much more numerous and complicated than in former years makes it absolutely necessary for coaches to spend a great deal more time in coaching linemen than a few years ago. With the varying defenses used today, we find linemen playing in all positions but their own, such as linebackers in the numerous defensive alignments. This situation materially complicates the duties of each lineman and puts a good deal of pressure on the line coach since he usually has but a short time each day to spend alone with his line in group work. It is necessary to utilize every minute of every practice session in the most efficient and time-saving manner.

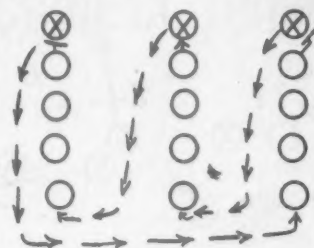
For the past two years at Lincoln Park we have been timing our practice sessions by the clock. This varies from day to day in accordance with the needs of the individuals or squad.

The varsity coaching staff consisting of the head coach and an assistant is provided with a clip board on which the coach will find a schedule of the day's work, and a mimeographed sheet of numbered practice drills that he is asked to refer to in carrying out the day's program. The practice drill and maneuvers, as well as being numbered, are explained and pin-pointed to the desired end the head coach is trying to accomplish.

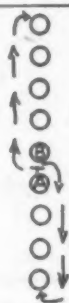
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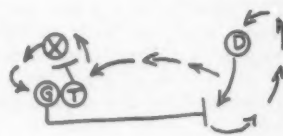
Drill 9. One-on-one blocking drill. Dummies or live bait may be placed on defense.



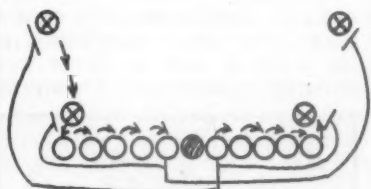
Drill 10. Each line performs a different block (Shoulder, cross-body, etc.). Lines alternate.



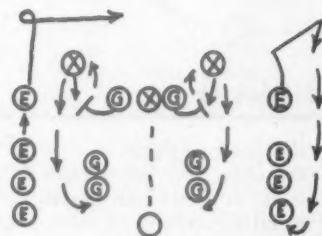
Drill 11. A attempts to block B with type of block suggested by coach. Boy changes lines.



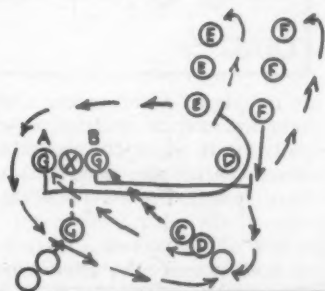
Drill 12. Guard pulling out, blocking end, tackle filling hole with cross-body block. Boys change assignments.



Drill 13. Pulling-out drill. Guard may go left or right on a signal. Near guard blocks linebacker, far guard blocks halfback.



Drill 14. Compounds passing, elusive tactics on part of ends and pass protection by guards. After every pass, the guards and defensive linemen exchange positions.



Drill 15. Pulling-blocking drill. Dummy is set up where the end would be. Near guard blocks defensive end. Far guard blocks linebacker. Boys rotate positions.

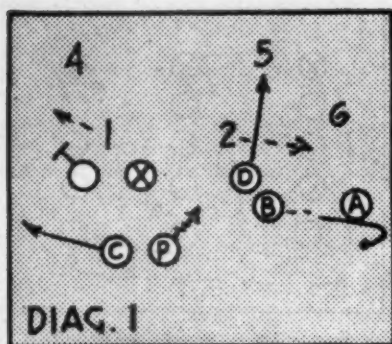


Drill 16. Affords practice in a variety of combination blocks (two-on-one), i.e., post-and-pivot, cross-body, shoulder, etc.

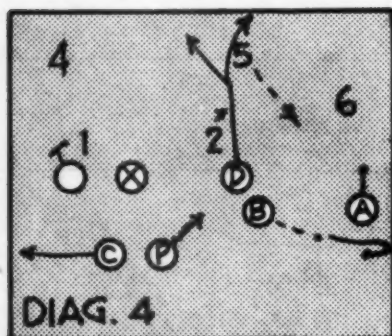
The Pass-Receiver is Designated By the Defense

By ZIGGIE NEDWICK

Football Coach, Glen Cove High School,
Long Island, New York



IN the spring I like to review the statistics of my team's passing performance of the previous fall, pick out the weaknesses, decide what needs emphasis and devote time to setting up drills for these for the next season. The winner in a game between two teams that are near equals in size, speed, tackling and blocking ability, deception, kicking, etc. is often determined by the superiority of one team in some phase or other



of the passing game.

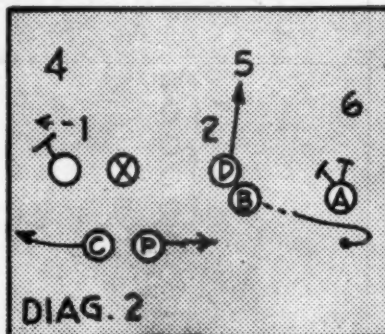
One team may be superior in pass-blocking or pass-rushing, pass defense or speed downfield, or have a passer whose reaction time is faster. It may be that there is simply a difference in basic skills such as passing or catching ability, balance, vision, etc.

There is another difference, however — courage. The quarterback may elect to pass from anywhere on the field, even from behind his goal line, and sometimes on fourth down, if the defense so decrees it.

In newspaper accounts of close games the statistics often reveal that the winner completed 11 of 17, or 8 of 14 or some such percentage whereas the loser may have completed only 4 out of 13. The loser may even show some superiority in yards rushing from scrimmage.

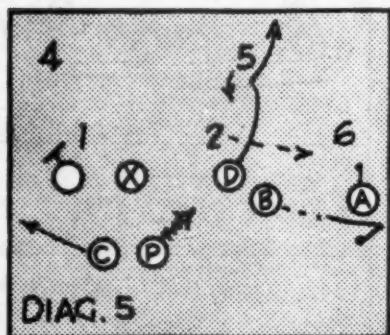
Many a "dog-eat-dog" type of game has been decided by an interception, or a pass which scored or led to a score.

In college, spring practice is the



ideal time for emphasis on all phases of the passing game for much time is needed to groove habits, develop touch, finesse and alertness. This emphasis on pass fundamentals in spring practice will allow more time in the fall for other phases of the game.

The passer should be the signal-caller. A signal-caller other than the passer may flinch at calling a pass for someone else to throw under stressing circumstances. A passer who



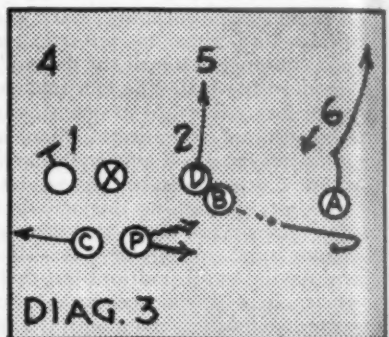
is the signal-caller passes with a certain amount of conviction when he calls for it. Since the passer needs to develop acute alertness, he is probably best equipped to be quarterback anyway.

Use of flankers or a man-in-motion before the center's snap is a bit of mechanics the passer must master. He must be fully aware of how the defense is covering the man or men he is deploying. He must try to

maneuver the defense into positions that are to his liking.

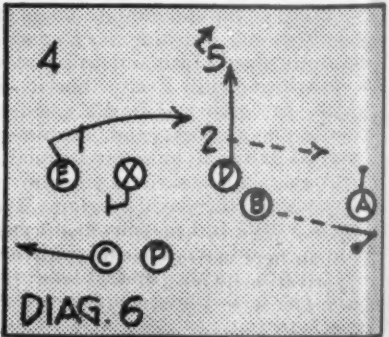
From his close formations he must choose the pass patterns which will function best against the set defense that he faces. He will need to know where every man will be in the pass patterns and why.

To facilitate reference to defensive secondaries it is better to number them rather than refer to them as defensive short-side linebacker, etc. Contrary to the principle of the



designated receiver, the passer should choose his receiver as the pass pattern unfolds. The passer should react to the action of the secondaries in covering the pattern. When deploying men to the flanks he should observe the action of the defense in covering before the snap and gain insight to his probable receiver sooner. The receiver is thus determined by the defense.

(Continued on page 53)



Teaching Methods for Mass Instruction In Tennis

By HARRY A. LEIGHTON
Tennis Coach, Senn High School, Chicago

IN meeting a class for the first time, whether it be in academic work or in athletics, it is considered good procedure to administer some sort of aptitude test or pre-test to determine the level of the class. Tennis is no exception. Some of the students may have been exposed to tennis in some form or another, through camp work, at the public courts, by their parents or at school. No doubt most of them so exposed picked up some bad habits. Others in the class may have native ability that will bring them along faster than others. The chances are that the biggest percentage of the class has never handled a racquet before. No harm can be done by giving the entire class a few exercises that may prove to be indicators.

Too many times the level of teaching is for the pupil with a high MQ (Muscular Quotient). As a result, the biggest percentage of the class loses interest. Tennis coaches would do well to spend most of their time with the pupils who have low MQ's, for most of the tennis-playing population is in this class.

Whether at the college level or the elementary level the main problems of the tennis coach are the same. At the elementary level there are the problems of behaviorism. The coach may have to "think" at a lower level, but he can rest assured that he is building good habits and is not handicapping the player by breaking down his bad habits.

The main problem of teaching at the college level is the development of "controlled" power. Most of the pupils have power but do not know how to control it. Tennis is a game of accuracy plus "controlled" power. Two important statements should be kept in mind: "There are no home-runs in tennis" and, "Eight out of every ten shots in tennis are *controlled* shots and only two are *scoring* shots."

At the elementary level the coach can develop co-ordination, rhythm, timing and strength. At the college level the co-ordination is already established and players have too much strength that is *uncontrolled*. The problem here is to relax the students.

Motivation plays a big part in the development of a good tennis game. At the elementary level the young-

sters will work by the hour to develop certain techniques. Anything given them is new and if it has the element of challenge to it they will stay with it. On the other hand the oldster has neither the time nor the patience to do such "elementary" work.

The Pre-Tests and Their Value

In baseball the most effective spot to hit a baseball is from six to eight inches from the end of the bat. In tennis the most effective spot is the center of the racquet. This is sometimes called the "sweet" spot. This is the spot where the ball bounces the liveliest and better control is obtained.

HARRY A. LEIGHTON is well known among tennis circles. He served as consultant for the Athletic Institute's slidefilm and books on tennis, has served in city-wide tennis clinics in Chicago, and is professional at the River Forest Tennis Club. An article by Mr. Leighton entitled "Why Is Tennis An Orphaned Sport?" appeared in last month's issue.

Hitting the ball at the right spot is important too. No matter where one sees the ball he should imagine there is a face of a clock on the circumference of the ball. Hitting the ball at 12 o'clock will cause it to go down, at 6 o'clock up. The drive is hit at 3, the lob at 4 and 5 and the service at 2 o'clock. This is what is known as the *clock face* theory of tennis.

TEST 1. Hit the ball at 12 o'clock to the floor 100 times without missing. Hold the racquet at the throat if desired. Soon one will find that the palms of the hand on the racquet will be face down. One should try using the hand instead of the racquet. After some practice one will be able to hit the ball with a very short stroke or a "rap". By tilting the racquet one loses control of the ball. Timing and co-ordination begin with this exercise. It should be practiced until one can do it a hundred times without missing. If at first one has trouble controlling the ball try kneeling on one knee and keep the ball closer

to the floor. For young players this exercise has a tendency to develop the muscles of the forearm and wrist. For older people it relaxes the muscles. The final test should be made from a standing crouch position watching the ball through the strings come up and hit the racquet.

TEST 2. Bounce the ball upward (6 to 8 inches) from the racquet 100 times. Hit the ball at 6 o'clock. Hold the racquet at the throat with the palm up. The racquet will have to move in and out so that the ball will drop on the center of the racquet. In this exercise one begins to develop "touch".

TEST 3. Alternately, bounce the ball five times down, turn the racquet over bounce it up five times. One hundred times without missing is considered good.

TEST 4. Using the racquet pick up the ball from the floor, without scraping the racquet along the floor. This is an exercise in co-ordination. Keep the wrist high and aim to hit the ball near the top edge of the racquet. The ball is stationary, is made of rubber and will bounce up when hit with a sharp rap. Hit it once and get the racquet out of the way. When the ball comes up keep on tapping it until one has control of it.

When a youngster is able to do these exercises well they are ready to take lessons. Usually it takes about a week's practice (at home) to master these tests. If they do not practice these exercises until they are mastered then possibly they should wait another year to learn to play tennis.

Suggested Co-Relating Exercises For Tennis

1. *Knee bending.* Leading up to the crouch position for low bouncing balls, for low volleys and for a good starting stance.

2. *Lunging exercises.* To correct a great weakness in most tennis players, especially girls, the ability to sustain weight of body over the front knee long enough to complete a stroke.

3. *Back bending.* Vital in the service swing. Trunk bending forward. Vital in receiving service, net play.

4. *Skipping sideways.* For gliding

(Continued on page 38)

AL KUHN

is nationally ranked in the boys' singles at No. 2 by the USLTA. Recently he won the junior singles title in the Western Indoor Tennis Championships. (Captions by Harry "Cap" Leighton, tennis coach, Senn High School, Chicago)



VOLLEY



In the first frame there is good balance, the weight is on the right foot. In the second frame the knees are bent ready



FOREHAND DRIVE



In the first frame he is poised — all set to meet the ball. Second frame: Watch the ball. Third frame: "Watch me crack it." Fourth frame: "Just where I like it." Notice the straight



BACKHAND DRIVE

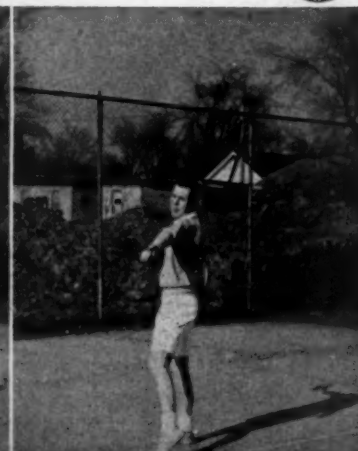


In the first frame notice the left hand assisting. Second frame: "Bring the head down to the flight of the ball." Third frame: He gets more power by turning his shoulder back. In the fourth

SERVICE



In the first frame the face of the racket is being opened as the ball is about to be tossed. In the second frame the weight has shifted to the rear foot. Third frame: Notice the arm fol-



on
ready

ball.
back
right

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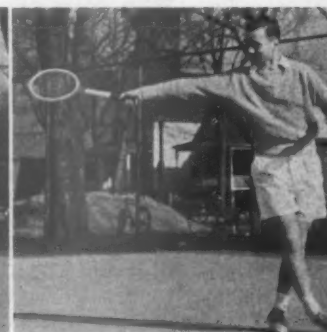
to bend low if necessary. Third frame: ready to volley. In the fourth frame he is getting down for a low ball. Notice the "break at the wrist" in the fifth frame. This loses power. Sixth

frame: He is a big boy and has trouble bending for the real low ones so he has to drop the head of his racket. Seventh frame: That's a good angle shot.



arm — he is hitting from the shoulder. In the fifth frame he is ready to step into the ball. Sixth frame: Right in the "sweet" spot. In the seventh frame there is good balance, fine control

and concentration. The eighth frame shows good follow-through. The racket has turned the ball over.



frame he is leveling off. The fifth frame shows the weight going into the swing. In the sixth frame the racket is just beginning

to turn the ball over. The seventh frame shows good follow-through. Eighth frame: "How did I get my feet in this position?"

following through with the toss to insure the ball going up straight. Fourth frame: The back is bent for the twist service. In the fifth frame notice how low he drops the head of the racket.

Sixth frame: "Who called that foot fault?" He has contacted the ball at his maximum reach. The seventh frame shows good follow-through. Eighth frame: Moving into the net on the service.



Blocking Assignments By Rules

By DALE F. ROSE

Football Coach, Capital University, Columbus, Ohio

THE football coach always has the problem of keeping his linemen clear in their thinking about blocking assignments. This has been accentuated in recent years by the great number of changing defenses. This, therefore, is not a treatise on the fundamentals or techniques of blocking, but merely describes how linemen may change off to a different opponent regardless of when or where the defensive change may be made.

A team may practice against a variety of defenses, but in actual competition the defensive alignment may vary from a four- to an eight-man line, with all sorts of overshifts, undershifts, or veering charges. Unless a lineman is prepared to meet any of these situations the coach can hardly hope to have him rise to the occasion on Saturday, and consistently know his particular assignment on a play.

It seems rather ridiculous that a guard or a tackle must learn one play four or five different ways in order to help make that opening in the opposing line. Working on the assumption that we all want to make these assignments as simple to remember as possible, it's only logical to have a simplified rule that can be followed for any situation.

Any coach with some imagination can do this thing with his own offense. The plays, and series of plays, can be drawn up as planned. The rules to be used can go into effect to make the assignments relatively simple. It is easier for a lineman to remember a few rules than it is for him to block a certain man if he is "here", or someone else if he is

"there", or someone else if he is "neither here nor there".

First of all we have to set up some standards or bases for the rules. It is all based on the relative position of a defensive man to an offensive man. This defensive man may be a lineman or a linebacker, whether he is "close", "crashing", or in "normal" position.

In the following examples "A" is an offensive man, while "X" signifies a defensive man. We will first consider only one offensive lineman, which we will designate as "A".

In Fig. 1 the defensive man "X" is directly over the offensive man, "A". We can hereafter refer to (over) as (o), as a shorthand method. In other words, if he is to block that man we need not say "block o" but merely "o". We can further stabilize this by saying that X may be slightly to one side or the other of A and still have the "o" relationship. As long as a straight-ahead charge would contact the defense we may refer to it as "o" or "over".

→ Fig. 1 X A

In Fig. 2 X is to the left of A. If he is to block this man we may refer to it as (L). The relative position now of X to A is (L) because he is in the gap to the left. If the line is tight there may be no gap and thus no (L) as a symbol.

→ Fig. 2 X B A

Fig. 3 is just the reverse of Fig. 2. The relative position of X to A is to the right, or (R).

→ Fig. 3 X A B

To summarize at this point we can assume that a play is going to the right, and thus this far A may have the assignments in Fig. 1 and Fig. 2 because he has a good angle in these situations. That is, for Fig. 1, A's assignment would be (o), and for Fig. 2 it would be (L). Putting them together his assignment would be (o,L), and that would be the order of necessity. Of course it will have to be carried on from this point to other possible duties.

The position in Fig. 4 puts X to the left of A, but now he is far to the left, and really over A's teammate. We can refer to this position by "left-plus" (L*) in our terminology.

→ Fig. 4 X B A

This is the reverse of Fig. 4, as X is now over A's teammate on the right, hereafter referred to as (R*).

→ Fig. 5 X A B

In Fig. 6, X is very far to the left, and may be referred to as "left-double-plus" (L**). This could be the situation where an "end" may be assigned to block the first man outside of him regardless of his proximity. The defensive man in this case could easily be a wide linebacker.

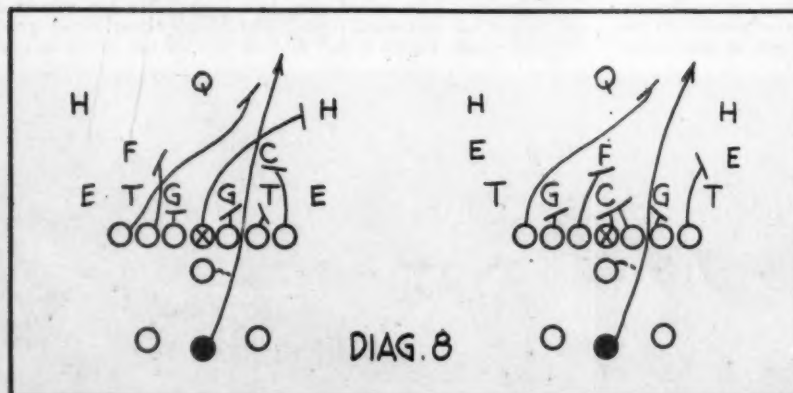
→ Fig. 6 X B A

Fig. 7 is the reverse of Fig. 6, as X is now very far to the right, hereafter referred to as (R**).

→ Fig. 7 X A B

Diagram 8 is used to illustrate a fundamental play showing the line blocking as it may be drawn up by the coach. Against the 6-2-2-1 defense it is all single blocking, while against the 5-3-2-1 there is one case of double-teaming. We can now make the rules from what is drawn, although this by no means could be adequate. That is, a play has to be drawn up against more defenses than this in order to make fool-proof rules. In fact that play should be drawn against eight or ten defenses and then the rules made that can be followed right across the line whenever the play is called by the quarterback.

However, from what we have in
(Continued on page 42)

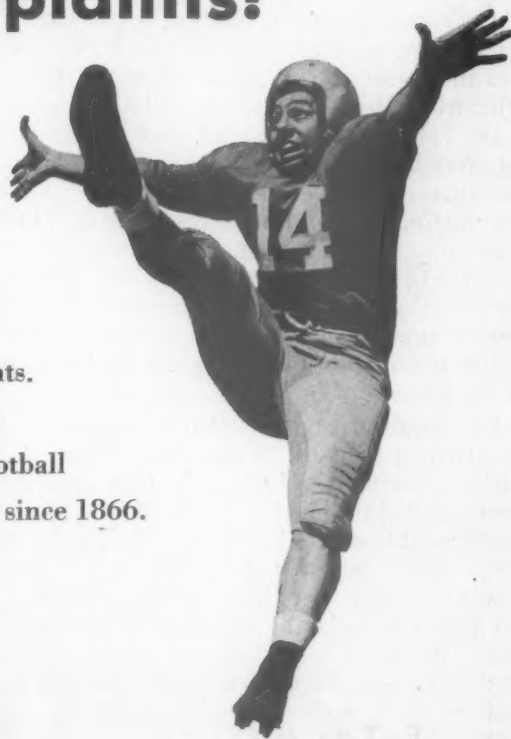




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Football Officiating

DR. Alex P. Ferguson of the Department of Psychology and Education at the State Teachers College at Dickinson, North Dakota sent us two interesting observations in regard to football officiating which we feel have a lot of merit.

Dr. Ferguson's suggestions center around clarification of football fouls for the spectator. He points out that the basketball rules require the player committing the foul to raise his arm. This was done to speed up the game by making the information readily available to the scoring table and to prevent the scorers from unjustly accrediting the foul to another player. In so doing the rules committee unconsciously contributed to the enjoyment of the game.

Dr. Ferguson suggests that a similar ruling be required in football. A spectator sitting on a line with the scrimmage line can readily spot the lineman offside but this does not hold true for those in less favorable seats. Ultimately the public address system announces that the penalty was for off side. Sunday's paper describes the play thusly: "Jones ten yard cut-back was nullified because his mates were off side." To three-quarters of those in attendance, the radio audience and those reading the account of the game, anyone of seven players could have been offside.

A further suggestion of Dr. Ferguson's is that the box score show the number of fouls and type accredited to each player. He is not so far off base in this regard either. All the major team sports record this information, basketball, hockey and baseball to mention a few. Today's box score

merely reports the total yardage penalized. A reader noting that State U was penalized 100 yards immediately conjures in his mind that they are dirty players. Conceivably all 100 yards could be due to over eagerness of the lineman and poor timing in the backfield with the result that not one clipping, illegal use of hands, tripping or roughing penalty was called.

This presents an interesting question—Why, through the years, have the rules makers refrained from incorporating some such provision in the rules? Have they feared that by so doing they would eliminate some of the element of team play or did they fear that by publicly censoring a player the player would become overly cautious and, as a result, lose some of the sharpness so necessary in football?

These are interesting questions and so are Dr. Ferguson's suggestions.

Athletic Promotion

WE have quite frequently pointed out in these columns that high school athletics is the backbone of amateur athletics, the grass roots, so to speak. Consequently, any promotional efforts for sports should be directed to the high school level. The recent developments in wrestling conclusively prove this point.

For a good number of years the state of Oklahoma has been the wrestling capital of the country. Oklahoma A. & M. won the National Collegiate championships sixteen times in nineteen years. Oklahoma won it one of the other years and placed second on three other occasions. In the 1950 meet won by Iowa Teachers College, Oklahoma A. & M. placed fifth and Oklahoma University lower. Post Robertson, Oklahoma wrestling coach, analyzed the situation as follows:

"In the old days, Iowa was the king of wrestling. Then in the 1920's the late Ed Gallagher began a phenomenal development of the sport at Oklahoma A. & M. College, and with Paul Keen of Oklahoma and Joe Milam of Southwestern assisting, supremacy passed to Oklahoma."

In explaining the return of wrestling supremacy to Iowa, Robertson points out that there are 50 high schools with wrestling in Iowa compared to only about 20 in Oklahoma. As an illustration, Robertson points out that all of the high schools in Des Moines have wrestling, whereas only one in Oklahoma City does. Twenty-one Oklahoma high schools which formerly competed in the sport, have dropped wrestling. Robertson believes that is due to the fact, "that high school administrators have innocently dealt the

(Continued on page 63)



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Program for Golf Instruction

By **CONRAD H. REHLING**
Golf Chairman, University of Florida

EVERY physical education program has both an opportunity and a responsibility in introducing activities, such as golf. It must first bring the individual into the activity and then hold him there by providing a program that includes provisions for learning, improving and using specific skills. A total program will naturally include orientation of the activity and instruction for participation on a competitive and recreational level.

The University of Florida physical education program has four major phases. Golf is included in each phase. They are:

1. The Required Physical Education Department: These courses are required of all students; in them, class supervision and instruction are given in a variety of sports.
2. The Professional Physical Education Department of the college, which consists of courses that are primarily taken by those people majoring in physical education. Various sports are taught in both theory and practical application.
3. The Inter-Collegiate Department. This deals with specially-coached teams which meet in regular competitive athletic contests scheduled with other schools.
4. The Intramural and Recreation Department. This department sponsors golf competition and exhibitions.

It is very evident that golf fits well into all four of these departments. Each year approximately 800 people go through some type of golf program. Nearly 90 per cent of these 800 take the golf course which is offered by the Required Physical Education Department. Golf is one of the number of individual sports which is offered each semester.

At the University of Florida there are eight golf instructors, with one of the eight acting as chairman of the sport. A golf course is not available for full-time instruction, other than an improvised course. There is plenty of space which has been fitted with a green and driving area for instruction. Ideal weather for golf is a decided advantage in that classes can be held outdoors the year around. Less than two or three per cent of the classes have had to meet indoors due to inclement weather.

Approximately 12 per cent of the

students at the university have physical defects that prevent them from participation in certain sports. This makes it necessary for them to receive special instruction in order that they can acquire enough skill to enjoy the sport in which they are most interested.

The adaptive and corrective phase of the required physical education department provides this opportunity for all physically handicapped students to participate and receive instruction in sports that are adaptable to their limited choice. Under medical supervision a careful analysis is made of the physical capacities of the individual. The findings determine the activities that are made available and the student is allowed to choose from them according to his interest. However, if it is decided that his physical condition can be improved by therapeutic exercise, this receives first consideration. The student is urged to carry on this work in addition to developing a recreational sports program.

Golf is one of the recreation sports that is offered to the student regardless of physical limitations. Most people can play golf with a great deal of enjoyment. The world of sports is of enjoyment.

Methods Used in Teaching

As in all phases of learning in education, the *whole* and *part* methods have been applied to golf. It is debatable which method is more effective. Briefly, the *whole* method is based on learning the full swing at the beginning; i.e. taking instruction on the drive at the first lesson. The *part* method proceeds on the idea that the learning process will be aided by learning the simple shots first and then proceeding to the more complex. The University of Florida

plan proceeds as follows:

1. Quarter swing (chip shot or putting).
2. Half swing (half pitch using 7 iron).
3. Three-quarters swing (full pitch using 8 iron).
4. Full swing (driver and long irons).

Neither method mentioned above is a new idea. For many years golf professionals and teachers have used both ways of teaching. Golf instruction at its best is on an individual basis.

The plan used at the University of Florida is based on the philosophy of learning the golf swing by progression. The student spends five hours practicing on each part of the swing, as given in the plan above. The classes are divided into foursomes, and during the third and fourth hours of practice these foursomes engage in both individual and team elimination competition. The fifth hour devoted to each shot is spent in testing and in introducing the next shot.

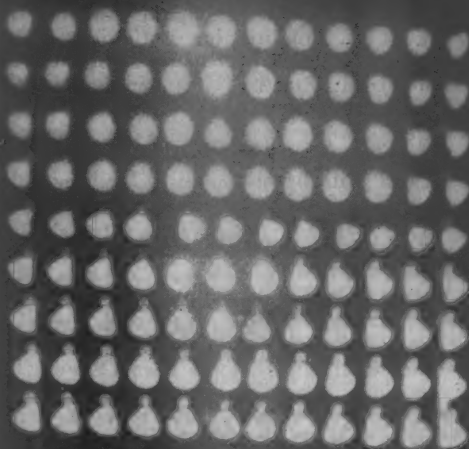
Before any golf course begins the instructor must decide how much of the game he is to teach in the allotted time. Is it better to expose the student briefly to the entire 14 shots, or it is wiser to concentrate on a few shots and enable the student to achieve some degree of skill in these?

The instructors at the university use the latter philosophy of teaching a few shots well. Since the swing is the same, and the difference lies in the degree of the total swing, we feel that more can be accomplished by having the student learn the basic fundamentals of the strokes and then develop the other skills by intensive practice.

There are approximately thirty golf classes each term. Each class has an average of from twenty to twenty-five students; this makes it evident that group instruction must be employed. Ninety-five per cent of the students are usually beginners. Because of this our group instructional methods are not used as a substitute for individual instruction, but are rather sound in principle and authentic in basic fundamentals. This emphasis deals with the most important part of the student's golf career — the proper beginning.

CONRAD H. REHLING graduated from Taylor University and received his Masters degree in Education at Springfield College. Under the supervision of A. G. Spalding Bros. technicians he has written a thesis on the techniques used in the golf drive.

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The following is the class lesson outline used. In addition to this outline each golf instructor has a teaching manual that explains in detail each hour lesson.

Lesson 1: I. Class Regulations and Procedures. II. Introduction to course. This includes a general discussion — Teaching golf by progression of swing, selecting equipment, conduct regulations, and giving out student information sheets. (All lessons given out at once.)

Lesson 2: I. Grip (Three accepted types). Overlapping (most common). Baseball Grip. Interlocking Grip. Demonstration of overlapping. Practice — with individual instruction. Film strip on Grip, Stance and Swing. Organizing class into squads of four with experienced golfer in charge.

Lesson 3: I. Review of Grip and Address (The Chip Shot — Quarter Swing first hour). Discussion of the chip shot, using: proper stance; proper grip; proper stroke using pendulum method, hinge method, quarter swing. Demonstration of chip shot to green using both methods. Students practice five minutes just with the club. Students practice hitting balls with individual instruction. II. Conditioning Activities.

Lesson 4: I. Review of the Chip Shot (second hour). Demonstration of chip shot to green from 15 feet out using: proper stance; address; stroke. Students practice with individual instruction. II. Conditioning Activities.

Lesson 5: I. Complete review of chip shot (third hour). II. Practice chipping to the green from 5, 10 and 15 yards with individual instructions. III. Team Competition, chipping to the green using 5 or 6 iron ten yards from the green. The captain of each squad will be in charge of his group. Two circles should be drawn as a target for class. These circles should be the same as used on the test. IV. Conditioning Activities.

Lesson 6: I. Practice chip shot with individual instruction. II. Team Competition, using single elimination type of play. III. Complete review of shot in preparation of test given on the next hour. This includes an explanation of what execution means, what result means and of swing system. IV. Conditioning Activities.

Lesson 7: I. Complete review of the chip shot. (Chip shot test — fifth hour.) II. Practice chipping to the green from 15 feet. III. Explanation of test to class. IV. Test each man.

V. Conditioning Activities.

Lesson 8: I. Pitch shot (first hour). Discussion of pitch shot using: proper stance; proper address; proper stroke; half swing. Demonstration of pitch shot to green. Practice without hitting balls (five minutes). Practice with individual instruction. II. Conditioning Activities.

Lesson 9: I. Pitch shot (second hour). Review of: grip, stance, swing. II. Practice with individual instruction. III. Conditioning Activities.

Lesson 10: I. Pitch shot (third hour). II. Practice with individual instruction. Review of: stance, address, proper stroke and club. III. Team Competition. (Captains of each squad will be in charge.) Pitching to the green from 75 feet. (Latter part of the hour).

Lesson 11: I. Pitch shot (fourth hour). Review: proper stance, proper address, proper stroke of club. Demonstration of shot, explaining the method used for testing. Practice with individual instruction. Team Competition. (Captains of each squad will be in charge.) Pitching to the green from 75 feet. II. Conditioning Activities.

Lesson 12: I. Pitch shot. (Pitch shot test — fifth hour). II. Brief practice with instruction of how the test is scored. Test each man. III. Conditioning Activities.

Lesson 13: I. Short iron shot — 7, 8, 9. (Three-quarter swing — first hour). Discussion of: proper stance; proper address; proper stroke of club. Demonstration of short iron shots. Practice swinging five minutes without hitting balls. II. Student information of the short iron shot. III. Conditioning Activities.

Lesson 14: I. Review of short iron shots. (second hour.) II. Practice short iron shots with individual instruction (75-100 yards out from green). III. Student information on terms. IV. Conditioning Activities.

Lesson 15: I. Trap shots (Blast, cup, chip). Discussion of: proper stance; proper address; proper stroke of club. Demonstration of each shot. Practice with individual instruction. II. Conditioning Activities. III. Student information.

Lesson 16: I. Review of short iron shots (second hour). II. Practice short iron shots with individual instruction (75-100 yards from green). III. Team competition with captains of each squad in charge, using single elimination type of play. Facilities permitting, losers will go to other green and continue practice. IV. Oral quiz on golf terms. V. Conditioning Activities.

Lesson 17: I. Review short iron

shot and explain method used for teaching (fourth hour). II. Practice with individual instruction. III. Conditioning Activities.

Lesson 18: I. Complete review of short iron shot (fifth hour). Demonstration of shot. Practice shots 75-100 yards from green. II. Test each man. III. Conditioning Activities.

Lesson 19: I. Wood shots (Full swing — first hour). Discussion of use of driver, brassie and spoon covering: proper grip; proper stance; and proper stroke. Demonstration of use of the driver, brassie or spoon. (Drive using tees). Practice driving with individual instruction. (These shots will be driven into golf cages.) Student information on drive. II. Conditioning Activities.

Lesson 20: I. Review wood shots (second hour). II. Practice wood shots into cage. This practice is more for control. III. Conditioning Activities.

Lesson 21: I. Wood shot (third hour). II. Review of the shot. III. Practice with individual instruction. IV. Team competition driving (Captain will be in charge of each squad). Score will be on control rather than distance. V. Conditioning Activities.

Lesson 22: I. Wood shot (fourth hour). II. Review of the shot explaining method of testing. Demonstration of shot. III. Practice with individual instruction. IV. Conditioning Activities.

Lesson 23: I. Wood shot (fifth hour). II. Complete review of shot. III. Demonstration of shot. IV. Brief practice hitting balls. V. Test each man. VI. Conditioning Activities.

Lesson 24: I. Putting (first hour). Discussion of: grip; stroke; stance. Discussion of roll of green, texture of grass (with or against grain), condition of green (slow or fast). Demonstration of an orthodox style of putting. Practice stroking the putt with individual instruction. II. Conditioning Activities. III. Student information on putting.

Lesson 25: I. Putting practice with individual instruction (second hour). II. Testing of each man. III. Conditioning Activities.

Lesson 26: I. Jim Dell golf course competition (Improvised 9-hole golf course). II. Play as many holes as possible with captains in charge of each foursome.

Lesson 27: I. Knowledge test (Golf).

Lesson 28: I. Single Elimination Tournament (Match Play).

Lesson 29: I. Single Elimination Tournament (Match Play).

Lesson 30: I. Golf clinic. Discussion of course. Explanation demonstration of shots by instructor and students.

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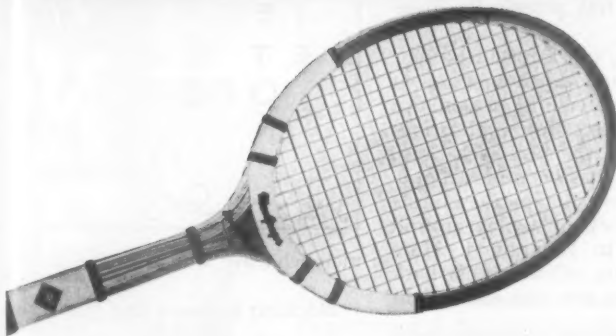
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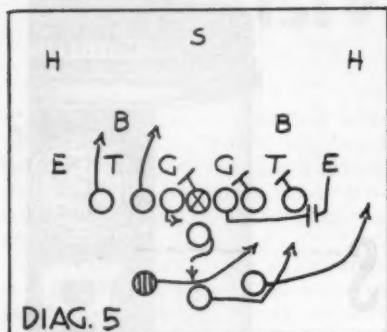
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Greenich explains the value and application of blocking patterns. Such blocking patterns in the line are usually independent of backfield maneuvers and so adjustments are made within a few seconds to meet changing defenses. Diagram 4 shows two blocking patterns for running off tackle. Here the tackle can adjust to the defensive front set-up.

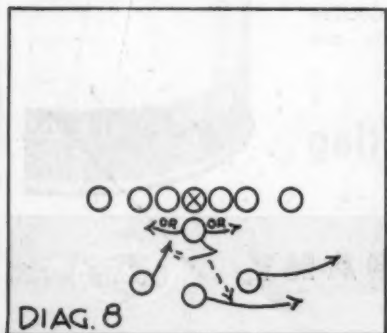
In (a) the tackle and end block the first man to their insides while the guard blocks the first man head-on—or to the right of his own right end. In (b) the difference is that now the tackle actually changes assignments with the guard, directing his effort to block the first man head on the end—or to his outside. Diagrams 5 and 6 show the patterns as part of actual plays.

Fritz Crisler, in his latest book, *Modern Football*, tells of blocking principles at the point of attack.

Such blocking theories, as mentioned in the book by Crisler and Greenwich in his article *Sambo*, are of prime importance in setting up an offense.

Backfield Patterns

Backfield patterns, similar to those mentioned above for blocking, have been worked out by many successful coaches. In setting up backfield patterns, coaches have attempted to develop them so that the potential ball-carrier may be chosen from a well-rounded movement of backs. Dia-

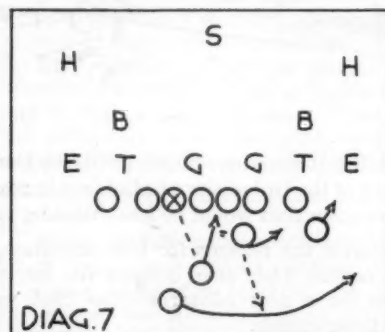


gram 7 shows a familiar backfield pattern used by coaches who teach the single wingback formation.

In Diagram 7 the fullback takes the ball and bucks the line. As he drives forward he may hand the ball to the quarterback who in turn may lateral out to the tailback going wide. An option is that the fullback may keep the ball himself, or the quarterback, after receiving the ball from the fullback may decide to fake a pitch-out and run with it. Both Michigan and Ohio State favor this type of buck-lateral pattern.

Diagram 8 illustrates how a backfield pattern might develop from a trap play series from the T formation. Here the quarterback takes the ball and turns as if to pitch out to the fullback going wide. He may toss out to the fullback, but he also has a choice of handing off to the left halfback or faking to both the fullback and left halfback and running the ball on a bootleg himself.

Diagram 9 depicts a typical back-

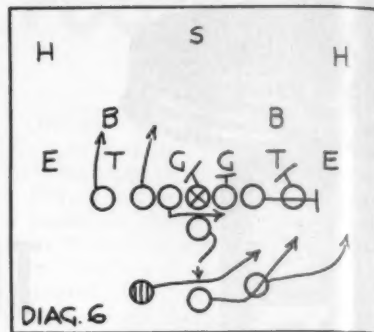


field pattern carried out by split-T formation teams. The quarterback may hand off to the halfback going into the line, or he may continue with the ball and keep it or flip out to the halfback going wide.

Split or Spread Lines

The split-T formation, originated by Missouri's Coach Don Faurot, and commonly known as "the hand-off and stand-off offense" has set a precedent as far as spreading the line goes. In the past, most splits in the line have been mainly confined to the end spreading a yard or two. Spreading the entire offensive line has put more pressure on a defensive lineman's ability to cover his territory and it challenges his reactions to the play before him.

About the same time the split-T blossomed came the realization that linemen must practice head-on blocking. A carry-over from the first days of the newly-designed Halas-Jones-



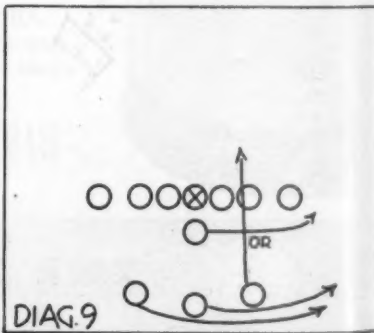
Shaughnessy T formation when the hand-off was the prize play, the development of head-on blocking technique has been improved greatly in the last seven years. Blocking in the split-T is based, to a large degree, on head-on blocking while blocking angles are of paramount importance in many other offenses such as those developed by Crisler at Michigan, Neyland at Tennessee and Bierman at Minnesota.

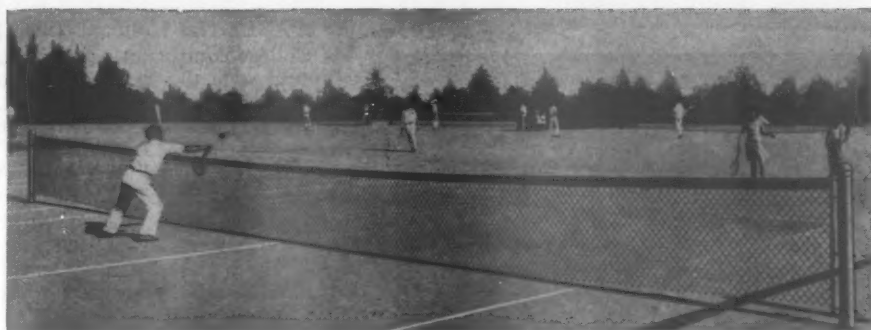
Another major development in spread lines must be credited to Paul Brown of the Cleveland Browns whose theory on spreading half the line, "to keep the defense honest", as he puts it, has caused many schools to follow suit.

In the split-T formation, a present-day tendency for some coaches is to incorporate some of Faurot's theories in their own offense. The backfield maneuvers, as shown in Diagram 9 may also be used from a tight T formation, as Notre Dame did. The Philadelphia Eagles did this, too, while practicing last summer for the All-Star game.

There is reason to believe that the split-T will crop up more often this coming season because of its simplicity of operation and versatility of basic backfield patterns. Many coaches, worried about running up against the split-T in the future are taking out insurance by adding some basic split-T plays to their own offense so

(Continued on page 44)





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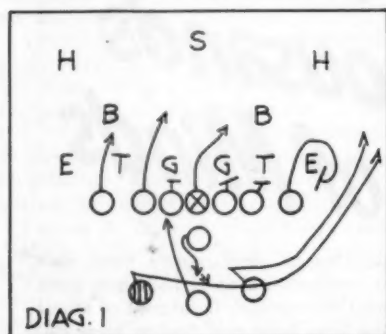
Offensive Trends In Football

By SOL KAMPF

SEVERAL trends in football over the nation are highly important because they indicate how modern-day football progresses and how coaches set the pace for a more scientific game.

This article will cover those offensive trends which are most likely to be of interest to the greater majority of football coaches in all parts of the country.

Because running plays are the core

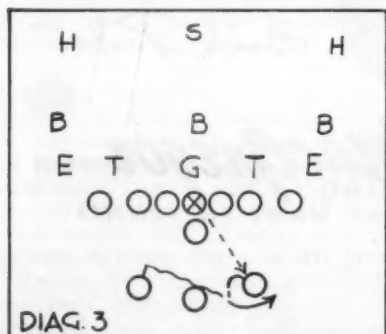


of the offense, it is felt that the subject of trends in passing should be saved for another article and that this treatise be confined to ground strategy.

Types of Blocking

Two types of blocks which are being stressed more and more are the shoulder block and the peel-back block.

The shoulder block is practiced more than ever because of the present-day speed with which plays start plus the fact that defensive linemen are varying their charges with greater flexibility. If a blocker attempts a cumbersome body block on an initial contact, he may take himself out of the play and not see his oppo-



nent until the following play begins.

Many coaches feel that almost all in-the-line blocking assignments, and many downfield assignments, can be carried out by using a shoulder block. Also, with greater emphasis being placed on team practice sessions, some coaches believe that the vast proportion of time spent in teaching the shoulder block will, in turn, instigate better tackling—a much neglected skill in football today. There is much controversy over the teaching of both shoulder blocking and tackling and it has been said that the late Howard Jones, of U.S.C. set the style for drilling his men in blocking perfection but practically disregarded tackling.

The peel-back block reached a new peak last fall and much more of it may be seen this coming season. An outgrowth of successful applications in punt returns, the peel-back block in regular plays has been most popular for wide plays. A typical example of peel-back block in a play around end is shown in Diagram 1. Here the right end on offense peels back on the defensive left end who might

SOL KAMPF graduated from Davis and Elkins College where he played football. He received his Master's degree at Indiana University following which he coached at Davis and Elkins, Western Michigan and the University of North Dakota. Last year he was line coach at North Dakota State College.

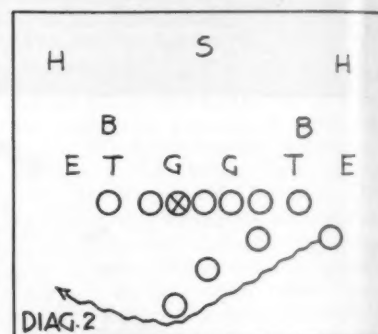
be held in place, or at least close to the line of scrimmage, by a backfield maneuver.

Man-in-Motion

Two distinct trends in the use of the man-in-motion are: 1) to discard the use of a man-in-motion in favor of a flanker; and 2) to utilize his possibilities in some form other than the conventional method. Coaches who are not favored with speedsters like Glen Davis, Buddy Young or George McAfee feel that their best bet lies in setting a flanker out or sending the man-in-motion in a novel way.

One effective method of sending the man-in-motion used by Princeton and Michigan, is shown in Diagram 2. Here a terrific amount of pressure is placed on the defensive right end, right linebacker and right halfback.

In Diagram 3 another method is employed. The man-in-motion is tied in with a back taking the ball directly from center. This timing has many possibilities and again puts an extra amount of pressure on the defensive



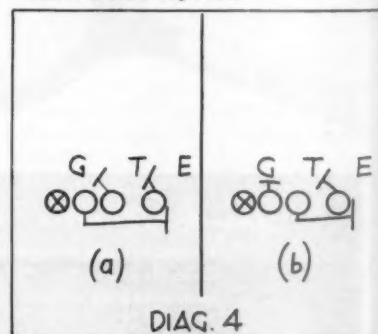
men who are confronted with it.

Blocking Patterns and Principles

Feeling that a need for quick adjustments in blocking for linemen was necessary, several coaches began to develop blocking patterns where each side of the line operates as a unit rather than relying upon individual changes in assignments. The signal for the use of the pattern may be called in the huddle or up at the line of scrimmage after the team has lined up.

In his book entitled *Coaching the T Formation*, Forrest England of Arkansas State brings the reader's attention to several blocking patterns and in the article *Sambo**, Duke

* *Athletic Journal*, Sept. 1949



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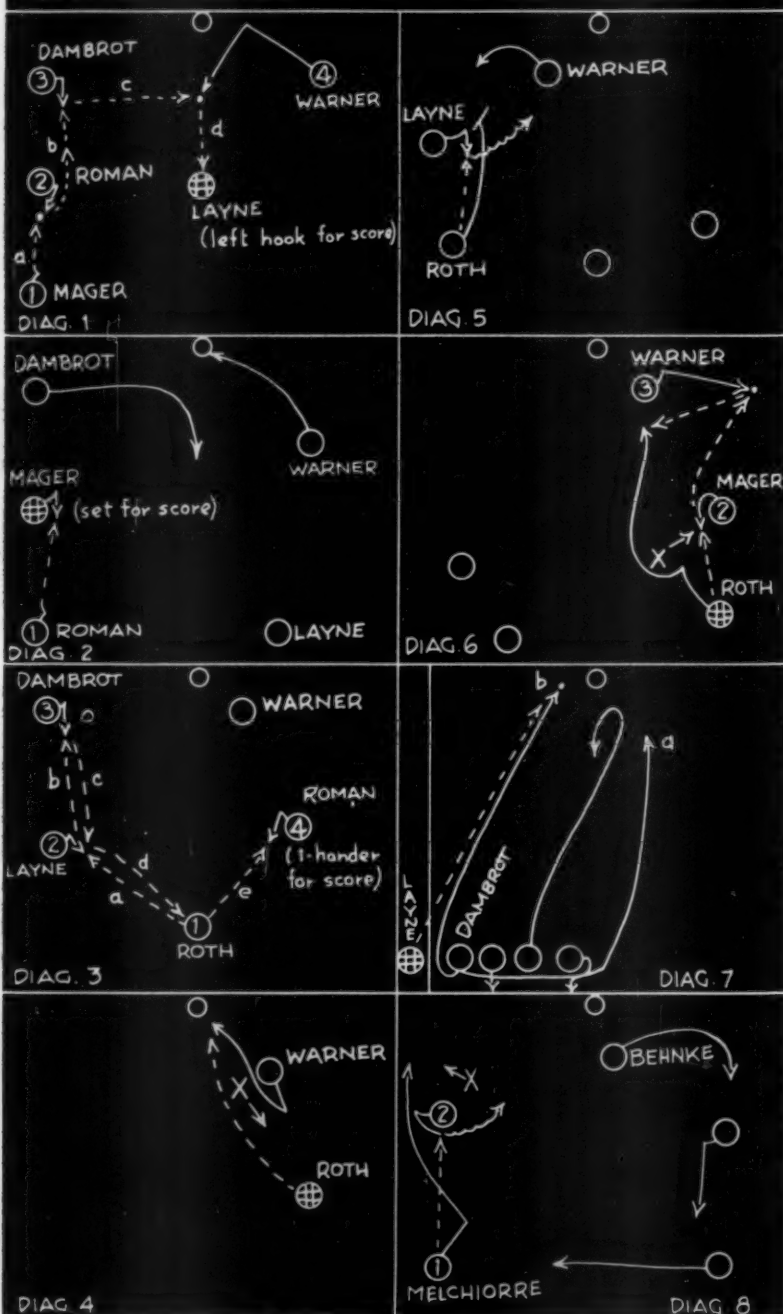


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The NCAA 1950 Basketball Finals

by Nelson W. Nitchman
UNITED STATES COAST GUARD ACADEMY



CAPABLE Nat Holman's fine City College contingent came through in grand style this year to win both the National Invitation and N.C.A.A. tournaments. Their opponent in the finals of each was Bradley Tech of Peoria, ably coached by Forrest Anderson. It was a tired but courageous Bradley crew that lost out in the latter tournament by a 71-68 count. Bradley had played a long schedule and several rugged post-season tournament contests both in the N.I.T. and Western N.C.A.A. competition. For energy-conserving purposes, therefore, Bradley employed a 2-3 zone defense in the first half of this contest with C.C.N.Y. They checked back rapidly and consistently to prevent City's fast breaking, but were unable to cope with the skillful ball-handling, overloading, set shooting and rebounding C.C.N.Y. showed against this type of defense. Against the zone, Nat Holman's versatile, well-coached aggregation operated with a fair degree of flexibility. For the most part, Warner, a fine rebounder, ran the end line, sneaking into the area often from the side opposite the overloaded side. Roman, a tall, excellent one-hand shooter and fine rebounder, worked mostly from the right side but occasionally from the left. Dambrot worked in and out of the left corner and likewise drove in hard on rebounds. Roth and Mager, two good set-shooters, worked alternately with Layne in deceptively pumping the ball into the openings in the zone.

Some of the plays worked by C.C.N.Y. against this zone are shown in Diagrams 1, 2 and 3. One can judge from these diagrams the versatility of the New York team by noting how effectively individuals functioned from varied areas against a zone. Warner was used to fullest advantage in the vital rebound area as were Roman and Dambrot. Further proof of their well-rounded personnel was evidenced in the second half after Bradley changed to play man for man against which either Roman, Warner or Dambrot assumed the post position. The "give and go" game with a man in the "hole" was adopted by C.C.N.Y. against Bradley's man for man. Their fast break, which involved mostly straight-line breaking, was far more effective against man for man, whereas most of their inside scoring came on quick change-of-direction plays or "dummy" plays on long cuts against Bradley defenders who face-guarded some. Three or four of their better scoring plays are shown in Diagrams 4, 5, and 6.

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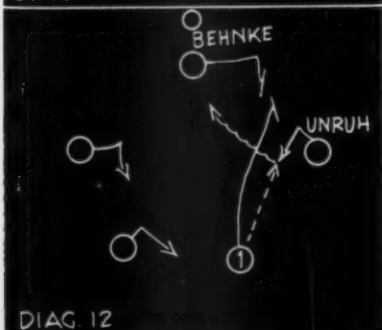
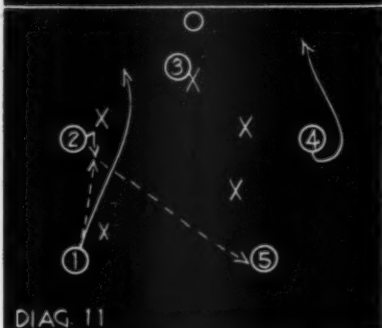
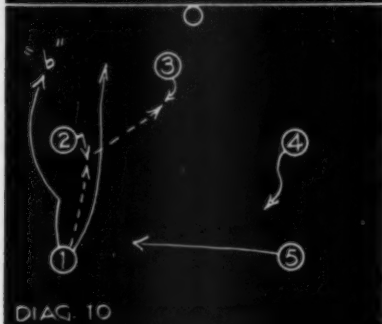
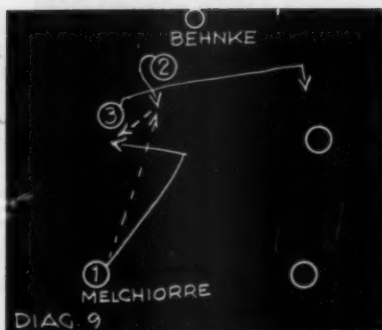
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In Diagram 4 Warner overplayed by defense man as he comes to meet ball, changes direction to rear of defense man. Roth feeds Warner for score.

In Diagram 5 Roth fed Layne and set inside screen around which Layne dribbled and shot for score. Warner cleared.

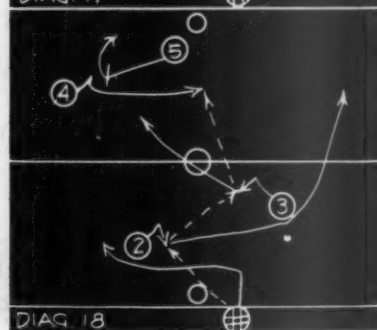
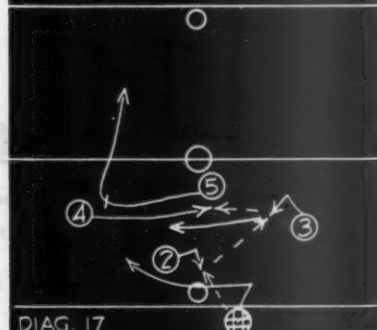
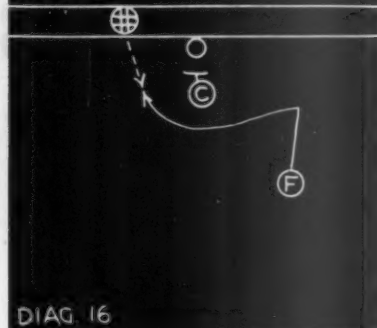
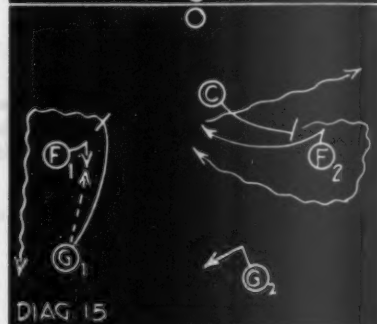
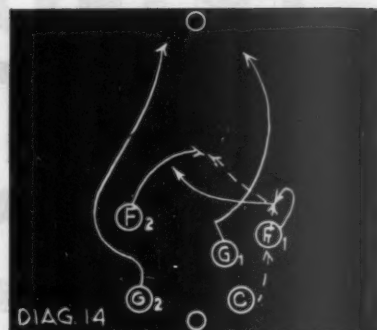
In Diagram 6 Roth fed Mager who fed Warner in corner. Roth's man erred by playing ball. Roth cut and was fed by Warner to score.

Roman took the post early in the second half and alternated with Warner. When Roman was removed via the foul route, Warner shared the pivot with Dambrot who did some remarkable left hand hook-shooting off the post, followed hard and fed off rapidly when the opponents attempted to double-team him. Coach Anderson withdrew his slower, taller boys when City started a semi-freeze with five or six minutes to go. This new group of pressers did a fine job, made some nice interceptions and drove in for timely scores on fast breaks. In the last few minutes with a four-point lead, C.C.N.Y. waived two or three free-throws and used the out-of-bounds play shown in Diagram 7 with which they scored once. The first time this play was run, Dambrot cut across his three stationary teammates (a) but on a subsequent set-up reversed (b) and Layne fed him for an easy lay-up shot.

Bradley utilized the fast break for many of their scores and, once the defense was set, used a three-in two-out set-up with tall Behnke in the pivot position. Off and on this varied with diminutive, deceptive, Gene Melchiorre, a crack set shot, fine faker and elusive cutter, moving into the post. City played man for man the entire game and switched off occasionally on screens. In Diagrams 8-13 some of Bradley's most productive plays are illustrated.

In Diagram 8 Melchiorre fed Preece and cut outside him. Preece faked a return-pass and dribbled across for a shot and a score. In Diagram 9, 3 cut off 2 (Behnke). Two received pass from Melchiorre who faked a drive right and pulled up short for a return-pass and shot over screen. In Diagram 10, 1 feeds 2. One screens inside and 2 feeds 3 who shoots. One and 2 follow. Four and 5 clear. Option "b": One cuts outside of 2 and same play is run. Diagram 11. One feeds 2 and screens inside of 2. Defense sags to side of ball. Two ships ball to 5 for a set shot. One, 3 and 4 follow. Diagram 12. One feeds Unruh and 1 and Behnke set a double

(Continued on page 51)



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Gymnastic Buffoonery

By DAVID A. FIELD

Gymnastic Coach, University of Maryland



Illustration 1



Illustration 2



Illustration 3



Illustration 4

ENTERTAINMENT and school demonstrations between the halves of a basketball game reveal that humorous antics on gymnastic apparatus are among the highlights of the programs. The following descriptions of comedy stunts have provided many a laugh when executed by a qualified clown. The same stunts performed by one who lacks that almost indefinable "clown personality" fall flat. It is the responsibility of the director to use the right man for the specific role the same as it is for the football coach to select the most qualified person for any position on the team.

Horizontal Bar

Double Hip Circles: (Illustration 1). The first performer pulls up to a front leaning rest on the bar. The second performer grasps the bar inside his partner's hands and pulls his legs over the bar until they lock behind the partner's back. Then there is a slight rocking motion forward and backward until finally the first performer falls forward and the second comes up to the top position (Illustration 2). Several of these circles may be done in succession.

Added humor can be created by having one of the students take a small whisk broom from his pocket and dust off the pants of his associate. The number may be concluded by having the lower one do a pratfall.

Round 'n Round: The performer jumps and grasps the vertical standard of the horizontal bar with one hand. If he jumps with a slight forward motion, he will rotate around the bar in a circular descending direction as he slowly releases his grip.

After he makes one complete revolution, he steps off. The more nonchalantly this is done, the more effective it becomes.

Parallel Bars

"Leg Itch": Any time a performer holds a shoulder stand or handstand, he can leisurely scratch the far calf with the leg closest to the audience (Illustration 3).

Double Lever: This was done very successfully by the Springfield College Exhibition Troupe during the past year. The understander mounts the parallel bars, grasps them, and kneels. His partner mounts, and sits on the former's shoulders (Illustration 4). There may be a few extra antics here that will create more laughter.

Finally the top mounter places his feet inside the understander's thighs, and tries to lift his legs as he leans back. Gradually the understander's feet will leave the bar (Illustration 5) and when the stunt is completed, both bodies should be nearly straight and parallel to the floor.

Chin Fall: (Illustration 6 left). Any time a performer is behind the bars after a dismount or in preparation for a mount, this fall may be used. The student merely walks into the bar fast, and just before his chin or head hits the bar, he kicks one foot up in front of him, places his hands near his hips to protect himself and falls on his back with much of the weight being taken by the hands. A drum beat or a loud noise made from the cracking of two wood blocks together, if done simultaneously with the contact with the bars, will make

Illustrations 5 & 6



LOUISVILLE SLUGGER BATS

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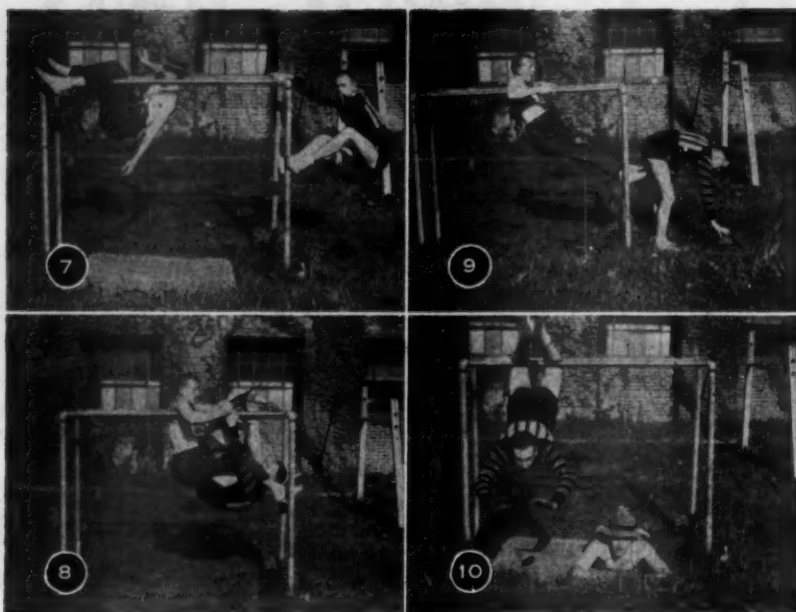
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this fall more realistic.

Big Shoulders: (Illustration 6, right). This is good to try when there is a performer who personifies the strong, "Tarzan" type and attempts to imitate the best performers. After one has made a mount between the bars, this clown gives the impression that he can do the same stunt with ease. He then walks up to the bars briskly and in doing so, intentionally keeps his shoulders and arms too far apart causing him to collide with the bars. He then falls quickly to the mat and protects himself with the hands as described in the "Chin Fall."

Fall Through: (Illustration 7, left). When the performer is in a straddle position above the bars he can release his grasp, relax his legs and fall backward. If the body remains quite straight he can continue around until he releases his legs and falls on his chest with the hands ready for bracing against the fall.

Lazy Man's Kip: (Illustration 7, right). After a performer mounts between the bars with a kip, uprise or

glide kip (in fact, any smooth-appearing stunt) a sure way to produce a laugh is to follow with the "lazy man's kip." The clown merely steps up to the bars, grasps them, jumps back into the air slightly, and when coming forward braces his feet against the lower part of the uprights. Then he pulls himself upward and extends the legs simultaneously until he reaches the desired position above the bars.

Seat to Seat: (Illustration 8). This may be a variation of the "Fall Through" only instead of falling all the way to the floor the performer sits back slowly through the bars and then grasps them. In the meantime his partner can proceed in a care-free manner from the other direction. The latter jumps to an upper-arm support on the bar, but makes it appear as though most of the weight is on the first person's buttocks. A newspaper withdrawn from the pocket and read at this time will add more humor.

Kick Through: (Illustration 9). One of the best of comedy stunts oc-

curs after a person executes a backward roll, especially if done at the start of a routine. It is assumed that a stooge has just finished an exercise and returns to the end of the bars to regain a hat that had previously been displaced. As he stoops over to pick it up, the performer completes his back roll and kicks him in the seat, causing him to fall forward on his chest. This calls for precision timing.

Back-Roll Slide: A variation of the above is to have a clown step briskly in between the bars and immediately do a fast, extended back-roll in the middle of the bars. He must wear a long-sleeved shirt to prevent a burn on the biceps. Near the completion of the roll he releases his grasp and the momentum will allow him to slide the remaining distance of the bars on his biceps and finally fall on his seat at the end.

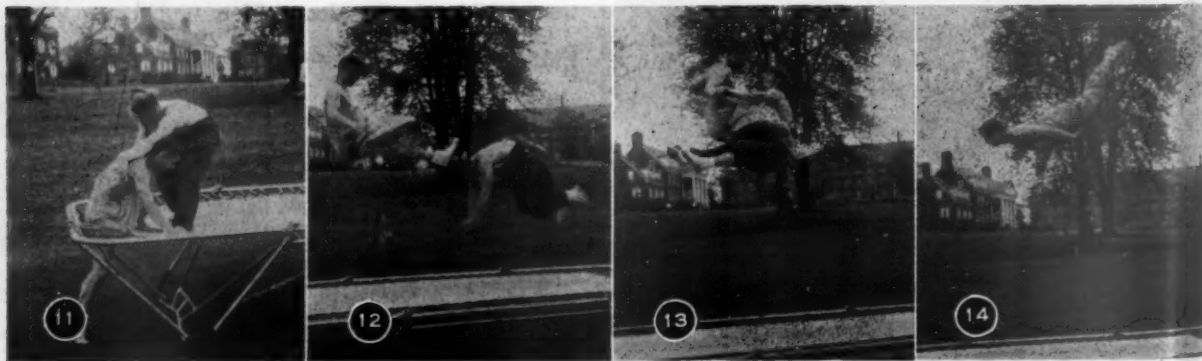
Hook-Swing Fall: (Illustration 10). This is best presented by having a "straight" performer demonstrate the correct method of doing the stunt. (He stands behind the bars and grasps the near bar with both hands, then jumps up slightly and hooks his knees on the far bar. He pulls up until his chest touches the near bar, releases his grasp, maintains an arch in his back until his body swings down and then up to a horizontal position. Then he releases his knees and lands on his feet.)

When the clown attempts to duplicate the feat, he releases his knees too soon (Illustration 10, left), and falls on his chest (Illustration 10, right).

Trampoline

Step Through Springs: One of the most common stunts is to have the performer attempt to mount the trampoline and step through the springs in doing so. A helping partner then gives assistance but eventually gets into the same difficulty him-

(Continued on page 61)





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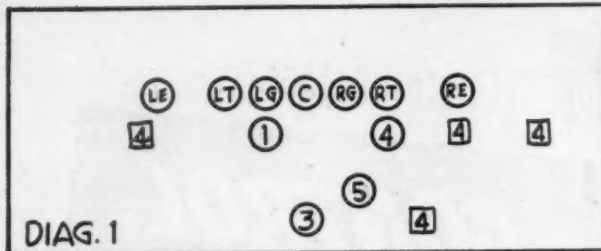


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The Short Punt

By JOE BLOUNT

Football Coach, Hughes Springs, Texas, High School



IN the September issue of this magazine I wrote an article emphasizing the potentialities of the short punt formation if the material is limited. Since then I have received a number of cards and letters from coaches in small high schools asking for additional information about our system.

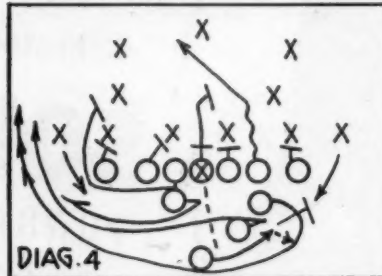
We use a balanced line, tight, with the ends spread about a yard and a half. We place our quarterback one yard from the center so that he can take short snaps and give quick hand-offs. This gives our system an element of the T formation. We locate our blocking back in five different set positions giving us some of the strong features of the single wing and Y formations (Diagram 1).

We also run from a right and left formation with the right formation being our regular formation. To go into left formation our quarterback just calls "left formation" and the play. The right side of our line shifts to the left side as they come out of the huddle and the linemen on the left switch to the right side. We make this change to make our system a little more simple for the players. Blocking assignments will remain almost identical except for such simple changes as this: the strong-side

end will have to use a right shoulder block instead of a left shoulder block. This switching method allows us to run the same play to right and left without each boy having to learn two different assignments.

Individual Player Qualifications

Ends: We want our ends to be fairly fast and know all the fundamentals of blocking. We put the best blocker at right end and the best pass-receiver at left end.



Tackles: Speed is not a big factor here. We put the most aggressive tackle on the right side of the line. Nearly every squad will have a big, clumsy boy that seems hopeless. He will make a fair left tackle if he can be taught how to execute the shoulder block.

Guards: This is the most important position in the line. The guards should be highly co-ordinated, fast, and good blockers. If a coach can find a boy with a little killer instinct the chances are that he will make a good guard.

Center: First of all we want a boy that can make an accurate pass, one

that the backs can count on. He should be able to block in the line and first defensive wave. We do not like to exhaust him with a lot of downfield blocks. He does not have to be a large boy.

Tailback: He must be the best back. He should be a triple-threat that can run, pass, and quick-kick. He does not have to be a blocker.

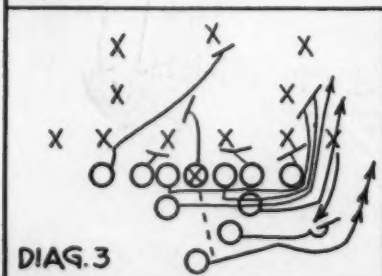
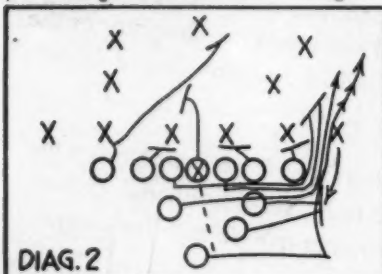
Fullback: He should be the biggest and roughest man in the backfield. He is one of the chief blockers and he must be powerful enough to buck the line.

Blocking Back: As the name implies he must be able to block. He is our best pass-receiver. He is a guard in the backfield.

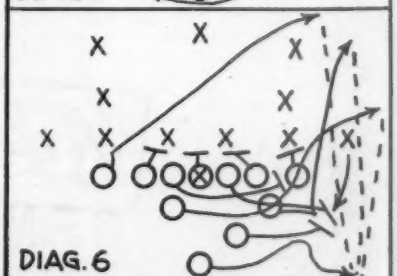
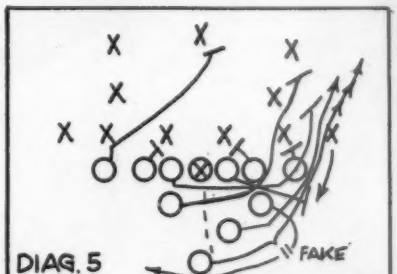
Quarterback: He must be a good ball-handler and a mediocre blocker. We want him to have more intelligence than anything else so that he can quickly recognize the various defenses and know what play to call. The quarterback may be a fragile boy and still perform well at his post.

Most coaches prefer to have a few plays that are well learned. We insist upon a lot of plays well learned. We like to have a bunch of plays that start out alike but end differently. Our chief objective is to make the

(Continued on page 39)

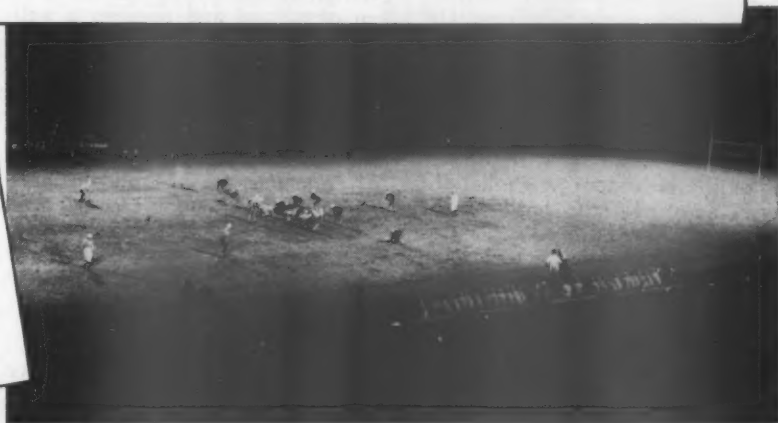


JOE M. BLOUNT played high school football at Gilmer, Texas and college football at the University of Texas under Dana X. Bible. During the war he served as an athletic instructor in the Navy. An article by Mr. Blount entitled "Short of Material?—Try the Short Punt" appeared in the September, 1949 issue.



THIS FLOODLIGHTING INCREASED SCHOOL ATHLETIC FUNDS

Windber. A group of Windber, Pa., citizens, including industrial representatives, interested in better community recreation formed the Windber Recreation Association—then built and lighted Windber Stadium. Day or night, its facilities are available to all community groups—from the local industries to the schools.



Munhall. Originally Munhall Recreation Park, Munhall, Pa., floodlighted a football field for the local high school team. This proved so popular that additional lights were added for a combination baseball and football field. Now sports fans who are busy working during the day can enjoy their favorite sport at night.



The floodlighting at Windber and Munhall extended the usefulness of the parks by many hours. The revenue from increased attendance at games played "under the lights" pays for the cost of operating the floodlighting system, and the buying of new equipment for the teams.

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GENERAL ELECTRIC

351-149

Mass Tennis Instruction

(Continued from page 13)

or drifting into position.

5. *Running backwards and forwards.*

6. *The Two-step.*

7. *Pivoting.* On ball of right foot. On ball of left foot.

8. *Combine the pivoting exercises with an arm-swinging exercise.* Use the arm as a racquet. Draw the arm back as one pivots. These two movements are almost simultaneous. (In court play, as soon as one sees a ball coming toward one's right, the first reaction should be to pivot on the ball of the right foot (right-handed player) and draw the head of the racquet back).

9. *Squeezing exercise.* To develop the muscles of the forearm and wrist. Use an old tennis ball or a sponge ball. Squeeze the ball and relax. With the racquet this squeeze is applied just before and right after contact with the ball is established. All other times the racquet is held firmly but not tightly.

10. *Ball tossing.* Toss the ball underhand to a partner so that he can catch it with his right hand; left hand. Toss the ball up with the left hand, shoulder height, away from the body to the right and forward. Let it drop and then step over with left foot and recover the ball after first bounce. Pivot on the ball of the right foot as one steps over to recover the ball.

11. *Ball tossing. (Service).* This exercise is very necessary before the pupil uses a racquet because ball tossing on the service is a distinct movement and if done as such, until control is established, the service will become easier to learn. The ball must be tossed at the right height, not too low and not too high. Each pupil establishes his own height by his own reach plus the length of the racquet. The ball must be tossed straight up so that it will fall in a straight line. Let the hand follow through with the toss. In practicing the toss, face the body sideways just as one would do in the service. Toss the ball up and let it drop just in front of the front foot.

Tennis is such an easy game to learn that beginners enjoy it immediately, even without the benefit of good instruction. Usually, however, this first fun is short-lived. Real long-lasting fun comes with increasing skill. Without it the beginner will probably tire of the game in a short time, but with the progressive de-

velopment of fundamental skills, the game offers a lifetime of pleasure. That is the ultimate objective of tennis instruction.

A Suggested Lesson Plan Showing the Progression For An Average Class

Teaching tennis indoors, especially with large classes in relatively small gymnasiums, presents a difficult problem of control and requires a well-planned progression. Commands are necessary and the sequence of lessons should be planned in steps so that the class learns something new every day. Following is a suggested progression for an average class.

1. *The Backswing.* From the starting position swing the racquet head back to the end of the backswing without getting the elbow too far away from the body. This movement does not include the pivot.

Formation — Open Order.

Commands — Starting position . . . Racquet head . . . back . . . Return to starting position.

2. *Backswing and Pivot* (on ball of right foot). From starting position combine the backswing with the pivot. (Ultimately these will be done simultaneously).

Formation — Open Order.

Commands — Racquet head . . . back . . . Pivot . . . Return.

(Note) The word *turn* might be used in place of *pivot* after the students know how to pivot. The first two commands are given in quick succession because the movements are almost simultaneous, the pivot starting before the racquet is halfway back.

3. *Full Swing.* Now combine the backswing and pivot with a step with the left foot alongside of the ball and the swing.

Formation — Open Order.

Commands — Racquet head . . . back . . . Pivot . . . Step and swing . . . Return.

4. *Footwork* — Two Step. Now combine the full swing with footwork starting with the basic two-step.

Formation — Open order.

Commands — Racquet head . . . back . . . turn . . . step and swing. Racquet head . . . back . . . turn . . . step . . . two step and swing.

5. *Running Step.* Whenever running to the right and forward, start the run with the left foot, ending up with the left foot forward. When in approximate position a two-step may be needed to get into good position.

Formation — Open order.

Commands — Racquet . . . Back . . . turn . . . step, step, step. Two-step and swing.

When going to the right and rear the pivot is on the left foot and first step is on the right foot. The same progression is taught as in the above examples. Whenever going directly sideways to the right, start the skip with the right foot until in approximate position, bring the head of the racquet back, turn step and swing. How many of these progressive steps are covered per lesson depends on the aptitude of the class.

Class Arrangements

Every gymnasium presents its own problems of class organization for sports instruction. A coach is fortunate if he has a large gymnasium free from apparatus, stall bars, chairs, etc. If there is wall space to hit against the problems are reduced. Following are three basic arrangements that suit the progressive steps in tennis lessons. The size of the class is limited only by the amount of free floor space available.

A gym the size of a tennis court can accommodate 20 players working on stroke production. This same court could accommodate 60 players for group work such as footwork, pre-tests, tennis exercises, racquet swinging, etc. The instructor should work with what he has, using his ingenuity in adapting them to the size of the teaching area. All the basic teaching should be done indoors where the coach has control of the class. Once the pupils are outside on the court they are in need of individual instruction.

Circle Formation

The class is arranged in a single circle, as large as the gymnasium permits, allowing about five feet between students. The instructor stands in the middle or moves from student to student around the circumference of the circle. This formation is useful for:

Pre-Tests: Without racquets using the palm of the hand for a racquet. Follow that with the use of the racquet. This is a good time to explain the *clock-face* theory of tennis.

Grips: Use chalk to mark the position of the forefinger and the thumb on the racquet. Use the other edge when chalking the backhand grip.

Ball-Tossing for the beginners service.

Warm-up drills showing the relationship of the exercises to tennis

skills and actual court-play.

Open Order Formation

The class is arranged across the gymnasium with three paces between lines and three paces between students in each line. For the first session the floor may be marked with chalk indicating where the students should stand. This should be done before the class arrives. This formation is useful for teaching: starting position; racquet swinging for form; ball tossing for service; service swing without hitting the ball; footwork for forehand and backhand.

Lane Formation—Stroking Area Method

Stroking areas are set along one side of the gymnasium, eight feet apart. The class is divided into units of three, each group with one racquet and each student with two balls. The most proficient student of each group is designated number one, the coach. Number two is the player. Number three is the fielder or retriever. Number one and two stand on opposite sides of the Stall Bar bench or a base marked on the floor with chalk. One drops the ball on the bench and two strokes the ball to number three. Number one is the teacher and must check on the grip, backswing, stance and the follow-through. Number three returns the balls to number one by bouncing them to him. After a reasonable time the players are rotated.

Lane Formation—Toss Ball Method

Here number one moves to about twenty feet in front of number two and number three moves back. Number one bounces the ball (underhand toss) to number two so that it will bounce waist high over the stroking area (Base or Bench). To provide practice in control, three moves from side to side within his own lane. The ball should be hit to him.

The Short Punt

(Continued from page 36)

defense play honest. With a large number of plays a team can take care of a crashing end, an over-anxious halfback, a looping line, etc. An illustration of our Series 36 is shown in Diagrams 2-6. Diagram 2 is an off-tackle; 3 an end run; 4 a reverse; 5 a bootleg; and 6 a running pass.

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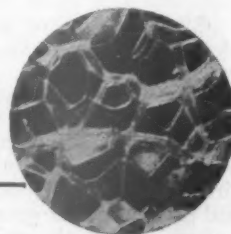
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CLOSED CELL RUBBER

Guidance and Counseling for Athletes

By PETER JANETOS and HARRY J. MILLER

Assistant Coaches, University of Nebraska

GUIDANCE as it pertains to athletes is a relatively new area of endeavor. A recent survey carried on by the writers indicated that approximately 50 per cent of those schools sampled had no organized program or facilities for guidance within their respective athletic departments. Twelve per cent included the guidance of their athletes within the academic program of the university and only approximately 38 per cent had active programs within their athletic departments. This group has recognized the need for additional effort in this particular area and has spent considerable time and energy to develop a means of approach to the problem.

The system in operation within the athletic department of the University of Nebraska was devised and put into practice by the authors in view of the evident need. The organization of this program is due in no small part to the excellent co-operation received from the Teachers College of the University of Nebraska and the University Guidance Center.

It is necessary, in the beginning, to obtain the whole-hearted support of both the administrative and the instructional staffs. This is most important as they must be shown the need and efficiency of such a program.

The teachers colleges and state universities offer an excellent source of authoritative advice as well as an abundance of helpful information. A working knowledge of the principles of guidance is a prerequisite for the development and functioning of such a program and for the achievement of the desired results. This will become more and more evident as the program gathers momentum. There will be problems presented to the individuals in charge of the guidance office that are of a relatively simple nature and as such can be easily managed by the immediate staff. However, on occasions, the problems presented will be of such a nature that their solution falls outside the scope of the counselors and will require the attention of specially trained personnel. The greater the degree of training in the guidance and counseling field possessed by the individuals in charge, the fewer will be the occasions for referring problems

outside of the department.

Purpose

Athletics, by nature, demand a considerable amount of time which would, under normal circumstances, be utilized for study and recreative activity. With this in mind, it would appear no more than just to replace the time devoted by the athlete in his sports participation by a program designed to assist him in the effective utilization of his available time.

The purpose of such a program, therefore, should be: academic well-being while in school, with the ultimate goal of graduation with an academic standing equivalent to the individual's ability.

The statement of purpose is made on the assumption that any guidance activity should assist the student concerned in a better understanding of his problem and the development of an insight into the solution of the particular problem at hand as well as future issues that may develop.

Methods of Securing Information

Here lies the life-line of the program. By the correct approach to the problem, three goals can be accomplished. The operating procedure used at the University of Nebraska consists of an academic progress report given to each athlete coincident to the number of courses carried. These are distributed periodically throughout each semester. These progress reports are circulated by the athlete to the respective instructors

PETER JANETOS is also an assistant coach at Nebraska. He and Mr. Miller are in charge of the Guidance program in the Department of Athletics.

HARRY J. MILLER is an assistant coach at Nebraska. He is a graduate of Ottawa University in Kansas and is working on his Ph.D. in Educational Psychology at present.

concerned with his present course of study. Accompanying the progress reports on the initial circulation is an introductory letter to the instructors familiarizing them with the purposes and procedures of the program. There are two basic reasons for this procedure, other than the actual collecting of the academic standings. These are: 1) it is felt that for an all-round education, the individuals will benefit through an acquaintance with as many members of the faculty as possible; and 2) it is imperative for the adequate functioning of the program that the boys do not develop a suspicious attitude which would label the guidance program as a "snooping medium." The students must be impressed with the fact that the interest is not merely on a pass-or-fail basis, but rather on the premise that each individual should work at his maximum capacity.

If it becomes apparent that a boy is having difficulty he must realize that the program will assist him in finding the causes and in taking corrective measures.

The health and physical data is obtained from the student health service and the athletic trainer, in addition to the academic progress reports received from the faculty. The scores on the entrance examination and orientation tests are furnished by the university guidance center. The final course grades are received from a prepared list of those boys participating in the program, which is on file with the registrar's office. The home data is obtained from a questionnaire filled out by the athlete upon his initial entrance into the program.

Methods of Recording Information

The types of forms that have been found especially effective for collecting and recording data in this particular program are presented here for a more detailed consideration.

A. Individual Inventory Folder — A standard size manila file folder printed in such a manner as to permit the entering of the collected data into the proper sections and providing space enough for entries during a four-year period. The following sec-

tions are included: biographical, academic, health and physical, financial, occupational, extra curricula.

B. *Class Schedule Cards* — A four by six class schedule card showing instructor, course title, course number, and hours of class meetings.

C. *Academic Progress Report* — A printed sheet having the individual's name, course title, catalog number, and size of the class as a heading. Section I — Attendance (Number of days missed). Section II — Attitude — Interest — Participation. (Check all that apply). () 1. Enters actively into his classwork. () 2. Completes his assignments satisfactorily. () 3. Indifferent toward his classwork. () 4. Antagonistic. Section III — Relative value of class work (Check one). () 1. Acceptable. () 2. Borderline. () 3. Failing. Section IV — Comments and Suggestions:

The signature of the reporting instructor is requested on each sheet.

D. *Individual Status Report to the Head Coach* — All boys exhibiting difficulties in classwork are reported to their respective coach. This is accomplished on a form showing name, absences, courses concerned, a short objective report of the instructor's comments, and recommended remedial measures.

E. *Work-Study Schedule* — When it becomes apparent that an individual is experiencing difficulty because of faulty study habits and improper use of available time, he is called in and a work-study schedule is made out for him. This is done in the boy's presence, with his assistance. The schedule sets up definite hours of study for all of his courses on a weekly basis. If adhered to faithfully the work-study schedule will prove a valuable instrument.

For the purpose of dealing with contingencies that may arise and which could not be adequately handled by any of the aforementioned forms, a special notice is sent to the head coach concerned which contains the following information: Date, Subject of Report, Situation, Recommendation endorsed by the guidance office and space for endorsement and comments by the head coach.

The data relative to each athlete is carefully reviewed with the purpose in mind of detecting the symptoms of maladjustment before they reach a critical stage. Whenever an individual or his records indicate a block or a difficulty has been encountered, an interview is arranged to determine the source of the trouble. If the solution of the problem is within the scope of the guidance office, immediate action is taken. However, if the problem is beyond the

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scope of the guidance office the individual is placed in contact with a specialist experienced in dealing with the particular problem.

Orientation

The entry of each new group of individuals into the program necessitates an orientation period. Each student must have a complete understanding and appreciation of the purposes and aims of the guidance office. He must also be oriented to the policies of the institution and to the athletic department.

In accomplishing this task there are certain items that should not be overlooked: 1. Registration proced-

ures. 2. Importance of class attendance. 3. Grading system. 4. Auxiliary agencies (a. Library. b. Student Health. c. Student Union. d. Social and Academic Organizations). 5. Selecting courses of study.

There are no set rules that can be followed in establishing an athletic guidance program. The writers have found the structure explained above suitable to the situation as it exists at this institution. The procedure is flexible enough to allow for future development dependent upon individual needs. If more specific information is desired on the materials or procedures employed the writers will gladly furnish such information on request.

Blocking Assignments By Rules

(Continued from page 16)

Diagram 8 we can now show the rules as far as we have gone. CENTER — (o) (HB on right). This is all we have from what is drawn, but it certainly isn't enough. A defensive man could likely be in the gap on either side of the center, and we would probably want him blocked by the center so that would mean bringing in the terms (L) and (R). With this additional information in mind (and there may be more factors also) we should now make the center's assignment read (o, L, R) (HB on right).

That is now the order in which we expect him to perform on this play. That is, (o) is his first responsibility, and he doesn't need to even know the number of men on the defensive line. If there is a man over (o) him that's his job. Next in order comes (L), as we have it written. So with no one (o) our center would block (L). Next choice would be (R), if that is the coach's idea. Then with no one in any of the three mentioned positions, as in the 6-2-2-1 defense in Diagram 8, our center should block the defensive halfback on his right side.

The player's knowledge of the point of attack of the play called should tell him the direction in which to block — that would only be common sense; but that common sense may be lacking in some men, and so some previous indoctrination as to direction by the coach is advisable. Also, in referring to some "normal positioned" linebacker, or to a defensive halfback, it is best to say to block (HB on right) and not (HB to right). For terminology we can use "LB" for linebackers, and "HB" for halfbacks.

LEFT GUARD — (o) (First LB on right). On this particular play the left guard would rarely need to block (R) because that would be overlapping the previous assignment of the center. Neither would he be required to block (L) because the left tackle can easily take care of that situation when it arises. The left guard will most often be the man to make a key block on a line-backer unless a team is playing against a regular 6-2-2-1 defense.

RIGHT GUARD — (o, L*). This is his only assignment according to Diagram 8 but more defenses should be drawn because the right guard is at the point of attack. A defensive man playing the gap on his left would likely be taken by him, and thus there should be an (L) assignment here. On this (L) assignment, as well as the (L*), he will be teaming with the center. (Inasmuch as the center already has an (R) assignment, which brings him and the right guard together at this point).

An (R) assignment may also be used, but if it is, the right guard will only have the angle to block his man the opposite direction from which he previously intended; that is, he'll block to the right on (R), and to the left on (o), (L), or (L*). Therefore his assignment should now read (R, o, L, L*) in their order of performance, realizing all along that he only needs to perform any one of them, but they must follow the above order in order for his assignment to co-ordinate with the rest of his teammates.

With the order of performance established, there is no need to fear the defense overloading that certain area with men. The defense may

break it down by sheer power and ability, but not from the failure of having a blocker at the point, and with the proper angle to perform the fundamentals.

LEFT TACKLE — (o) (nearest LB). Diagram 8 is not extensive enough to complete the left tackle's assignment because a defensive man to his right (R) would be most dangerous since the left guard is relieved of any such responsibilities. On this play he would never need to block (L) because that man is too far away from the play to bother with. (However, if the coach wants that man blocked he could easily put it in the assignment).

Quite possibly on a 5-4-2 or a 4-5-2 defense, a linebacker may be in very close, or crashing, and should be considered exactly the same as another lineman. The left tackle's assignment would now be complete if we said (R,o) (nearest LB).

D ALE F. ROSE graduated from Ohio Wesleyan University and received his MA from Ohio State. He coached football, basketball, baseball and track at high schools in Ohio including Clarington, Columbus and Cincinnati. He assumed his present position in 1946.

RIGHT TACKLE — (o,R). This is all that Diagram 8 calls for, but here again more will have to be added from other defensive alignments. The right tackle won't have to bother about anyone on his left because our previous assignment already details all of that responsibility to the right guard. Of course he could always be teamed-up with the right guard on the tackle's (L) situation providing the guard wasn't blocking to his right on (R).

Inasmuch as it would probably be desirable to always have the right end free to block a linebacker, the right tackle's responsibility should be extended further to the outside, with (R**). The right tackle's assignment would now be complete if we said (o,R,R*,R**). That would always keep him working to the outside.

LEFT END — (lead). No other qualifications need be made here unless the coach wants to assign him to a specific man, such as the safety man. If so, it could be stated merely as (Safety).

RIGHT END — (nearest LB). The coach might want to say (outside LB), but in this case (nearest) is the safest term in order to take care of

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linebackers that are very close to the line or are crashing.

Only the coach needs all of these explanations to establish fundamentally sound plays. Obviously it takes quite a lot of work by the coach in the beginning to work out the rules for any play, but once established, the situations are certainly simplified for the players. After an explanation to the players, the assignments for the play in Diagram 8 could read, and be written down as simply as the following:

CENTER — (o,L,R) (HB on right)
LEFT GUARD — (o) (First LB on right)
RIGHT GUARD — (R,o,L,L*)
LEFT TACKLE — (R,o) (nearest LB)
RIGHT TACKLE — (o,R,R*,R**)
LEFT END — (lead)
RIGHT END — (nearest LB)

These rules can be better controlled if the point of attack (or hole) is based on the offensive lineman rather than the defensive men, and they will work just as well on any trap or pass plays that may be established. Likewise, they will work with any type of offensive formation: T, single wing, punt, or any other

variation.

The plays for any particular series can be cataloged so that they are easily remembered. Also, the various plays for any particular point of attack can be co-ordinated. That is, if we were to number the play in Diagram 8 as No. 33, we could also have a play No. 23 or No. 43 which could follow the same rules of line blocking. This can greatly reduce the amount of memory work on the part of a player, and thus make him more confident, and consequently a more capable football player.

Trends In Football

(Continued from page 26)

that they may become better acquainted with it.

The Influence of Basketball on Football

Basketball has often been called a game of options and, from all indications, football has taken on many optional aspects.

Most common is the choice a runner has to run either off tackle or around end, depending on the reaction of the defensive end he faces.

If the end is a floater the back may cut inside of him; if the end is a crasher or plays shallow the runner might try going around him.

The split-T formation offers an excellent opportunity for typical basketball options. In the most popular backfield pattern of the split-T, (Diagram 9) the quarterback is actually coached to run parallel to the line of scrimmage and "play basketball with the end."

Clark Shaughnessy has even stated that several quarterback pivots in T-formation football were designed after center pivots in basketball. Blanton Collier, one of the great backfield coaches of our time, makes use of many basketball principles in teaching pass defense to the Cleveland Brown backs.

Trapping Techniques

Trap plays, of course, are not new to football but trapping principles are taking a new course. Here men along the line are given special assignments that are dependent upon some simple rules to follow which will work against most defenses.

The best explanation of the entire set of trap principles involved in the



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T-formation was covered exceptionally well by coach John Dromo. In an article entitled, *T-Trap Plays*,* he explains the same trap plays against 5-, 6- and 7-man line defenses.

In addition to trap plays from ground strategy, many coaches are sprinkling their pass offense with traps.

One of the most popular trends is to work the team as a unit for a longer time than has been common in the past. Dummy scrimmages are of vital importance today because defensive alignments prove to be headaches and the development of plays is dependent more and more on split-second timing.

A new feature in connection with team-play drills mentioned above, is to practice, as a team, without the ball.

According to those who have tried it the practice of working a team without the ball is supposed to help that team's timing, especially for backs carrying out fakes. In this conditioning drill there is no delay caused by players anticipating the possible slow arrival of the ball. Furthermore, those who have tried it claim that it helps the defense to keep alert and to recognize the man-

* *Athletic Journal*, May, 1949

ner in which the offensive men are trying to block them. Coaches are practicing this theory in dummy scrimmages and actual scrimmages and they recommend that such drills be made short.

There has also been a tendency toward adding power to T-formation football and using double-teaming at some holes. Another trend, strangely enough, has been to out-run or out-manuever linemen at the point of attack. An example of this may be seen in some of Notre Dame's end runs where they simply out-run the end in place of blocking him.

Stomach Distress

(Continued from page 6)

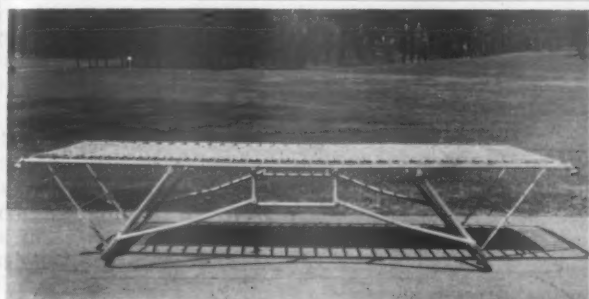
and had proven itself extremely effective in the treatment of hypertrophic gastritis, peptic ulcer and symptomatic gastric hyperacidity, then it should also be the answer to the problem of "retching" athletes. With confident expectation we began dispensing *Mucotin* tablets from the Harrower laboratories to specially chosen "nervous-stomach" athletes. The results exceeded our fondest expectations. In one year of experimentation in the Saint Louis area,

football, basketball, cross-country, swimming, boxing, wrestling and soccer athletes reported success over ninety per cent of the time. Each time optimal results were obtained by chewing thoroughly two tablets of *Mucotin* without liquids twenty minutes before competition.

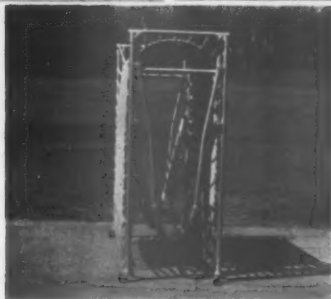
Mucotin is free from histamine-like secretagogues. It possesses a coating action soothing to mucous membranes and causes no known chemical disturbances in the body. Its success is primarily due to its tremendous ability to inhibit proteolytic action of pepsin HCL combination by depressing pepsin formation.

While we, as practicing trainers and coaches, are convinced as to the efficiency of *Mucotin* in combating stomach distress occasioned by athletic competition or training, we nevertheless wish to emphasize that our report is preliminary and by no means final and conclusive. We shall naturally continue observation and experimentation with this medication.

(In conclusion I would like to express my personal thanks to Dr. Edgar End, Professor of Physiology at Marquette University Medical School for his interest in this problem and for his many valuable suggestions.)



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NEW BOOKS

How to Play Better Tennis, by William T. Tilden. Published by Simon and Schuster. New York. One hundred ninety-two pages. \$2.75. Also available in paper bound edition for \$1.00.

This is certainly one of the best books on tennis we have seen. The fundamentals of stroke production are discussed lucidly and graphically. One has the feeling that a real teacher is writing as he reads the book.

Tilden's discussion of match-play tactics and tennis psychology is unsurpassed. Other tennis authorities may not agree with some of his beliefs but they will find it difficult to refute his logic.

In addition, there is a final section in which the author sums up today's game and its players—both amateur and professional.

The inexpensive paper-bound edition places this book within the reach of all tennis enthusiasts. They cannot afford to be without it.

My Greatest Day in Golf, by Darsie L. Darsie. Published by A. S. Barnes and Company. New York. Two hundred and ten pages. \$3.00.

Fifty-one of the greatest players in golf tell of their greatest day on the links. Such stars as Skip Alexander, Patty Berg, Harry Cooper, Jimmy Demaret, Jim Ferrier, Ralph Guldahl, Chick Harbert, E. J. Harrison, Ben Hogan, Lawson Little, Lloyd Mangrum, Cary Middlecoff, Byron Nelson, Gene Sarazen, Bobby Jones, Sam Snead are included.

A Manual of Bandaging, Strapping and Splinting, by Augustus Thorndike. Second edition. Published by Lea and Febiger, Philadelphia. One hundred forty-eight pages. Illustrated. \$2.00.

This manual presents in elementary fashion the common types of bandages, strappings and splints. It emphasizes how the principles of support, elevation, immobilization and gentle compression are carried out. It is written in easily understandable language and is fully illustrated.

The manual covers the following: the dry sterile dressing for clean wounds; septic wound dressing; sprains, strains and contusions; dislocations and emergency splinting; transportation of fractures; and the use of plaster of paris and similar bandages in splinting.

Basic Swimming, by Robert Kiphuth and Harry M. Burke. Published by Yale University Press. New Haven, Connecticut. One hundred twenty-five pages. \$3.00.

Robert Kiphuth, well-known swimming coach at Yale University and of the Olympic team, and his assistant have written a complete manual of the basic fundamentals of swimming for the beginner, the experienced swimmer and the teacher.

It shows the adult beginner how to swim without anxiety and uncertainty and how children can be taught to swim properly and take to the water without fear. It discusses the fundamentals of the crawl, the side and breast strokes, backstroke, children's dog paddle, etc.

The second part covers the strokes of competitive swimming, the free-style sprint, sprint turns, backstroke, breast stroke, and Furuhashi and his crawl.

The illustrations, which include many underwater sequence shots, are excellent.

The Great Baseball Managers, by Charles B. Cleveland. Published by Thomas Y. Crowell Company. New York. Two hundred fifty pages. Illustrated. \$3.00.

This is a view of the great baseball managers from Cap Anson to Casey Stengel. It shows why these men were the greatest managers baseball has produced.

The author has gathered his material by going direct to the players and managers, sitting on the bench and learning at first hand the qualities of which he writes.

This is an interesting account of baseball's managers and all fans will find it fascinating reading.

Big-Time Baseball, by Harold H. Hart and Ralph Tolleris. Published by Hart Publishing Company. New York. One hundred ninety-two pages. Illustrated. \$2.95 and \$1.00.

This is a panorama of major-league baseball which spans half a century. The author has compiled the all-star baseball team of all time by conducting a poll among sportswriters and famous fans. Famous baseball records and achievements are gathered in sections such as Hall of Records, Hall of Wonders, Hall of Blunders.

There are countless photographs, drawings and cartoons to enliven this interesting book for the baseball fan.

Athletics in Michigan High Schools — The First Hundred Years, by Lewis L. Forsythe. Published by the Michigan High School Athletic Association. (Available about May 1). \$3.00

This book traces the growth of athletics in Michigan high schools. The number of copies to be printed will be limited and those desiring to have a copy should reserve one. Address these requests to: Michigan High School Athletic Association, Lansing, Michigan.

Public Relations for Camping. Published by the American Camping Association, Inc. Chicago. Forty-nine pages. 50c.

This is a report on the proceedings of the workshop sponsored by the ACA which was held last November. Three areas for consideration were: improving and extending relationships (1) on the national level among agencies interested in camping, (2) ACA sections and the public, (3) individual camps and the community. The over-all objectives for each group were to think through the interpretation of camping values; to define relationships with other organizations nationally and locally; to explore media and materials.

The Teaching and Coaching of Swimming, Diving and Water Sports, by Ferd John Lipovetz. Published by Burgess Publishing Company, Minneapolis. One hundred sixty-nine pages. \$3.00

Every phase of aquatic activity is discussed in this most inclusive textbook from the most fundamental swimming skills to pool purification. The author considers such items as the physiological factors of swimming and diving, male vs. female movements, warming-up exercises and many others.

One section is devoted entirely to water sports and discusses games, novelty stunts, competitive stunts, novelty races and other activities.

The book is profusely illustrated.

Bill Stern's Sports Quiz Book, by Bill Stern and David Ormont. Published by Julian Messner, Inc. New York. One hundred twenty-eight pages. \$1.00 and \$2.00 editions.

This quiz book provides 2,000 questions which embrace the sports of baseball, football, basketball, boxing, golf, tennis, track and field, horse racing and miscellaneous. They cover the rules and history of each sport as well as the great players and their achievements.

Activated Softball

(Continued from page 9)

unnecessary waiting. The scores of the two batting groups represent the team score. Several basemen are necessary and the runners must remain on their side of the base. Runners may tag up on fly balls. The lower the grade level, the more lenient is the interpretation of foul balls. At the lowest level all hit balls are declared fair.

Two Base Selection (Elementary through junior high)

Somewhat similar to Long Base, this game employs greater numbers of batting and active play positions. The two teams are organized and operate in a similar manner (Diagram 2). The differences are these: batters have a choice of either one of the closer bases; and on every hit, the runner must return home to his original batting base. Since there is one common base (center base) two runners are frequently on this base. Specific numbers of batters or entire team batting may be used to determine side retirement. Adjustment of the number of batters in each group is necessary from time to time to

speed up the game.

Three-Ball Softball (Late elementary through senior high)

This game is a speeded-up version of Beat Ball. In that game, team members, upon hitting the ball, must circle around the outside of the three bases and return home before the fielding team can throw the ball around the bases in proper order. In Three-Ball Softball the pitcher (usually instructor in lower grades) pitches to batters in rapid succession and the batters and fielders follow Beat Ball rules when the balls are hit. Each batter is allowed only one swing. The use of three bats insures rapid batting and each player on the team is given a turn to bat before the teams change places. The basemen must be alert, as the balls are thrown around the bases in rapid succession. Two basemen at each base may be used successfully. Fly balls caught by the fielding team are outs. Regulation foul lines are used.

Related Activities

Progressive Catching (Elementary through junior high)

A series of parallel lines are drawn approximately three yards apart for

a distance of thirty yards or more. All players are placed on the first line. The instructor or student leader standing three yards in front of the first line throws a ball to each player which is to be caught and immediately returned. Each player receives his turn in order as he stands along the line. A successful catch allows him to move back to the next line. The procedure continues until players move back to the most distant line. A miss on any line except the first one moves the player forward one line. By using a player as a retriever and employing three or more balls, the activity moves along quite rapidly. A circle formation with circles of increasing circumference (three yards) is also effectively used. **Softball Batting Range** (Elementary through senior high)

Five or more parallel lines ten yards apart are drawn across the playing area (Diagram 3). The most distant space is allotted the highest point score. Batters attempt to hit the ball the greatest distance to secure the highest score. Each batter is limited to a predetermined number of swings at the ball and keeps his accumulating point score. Balls are scored at the point of contact with the ground by the retriever who loudly calls out

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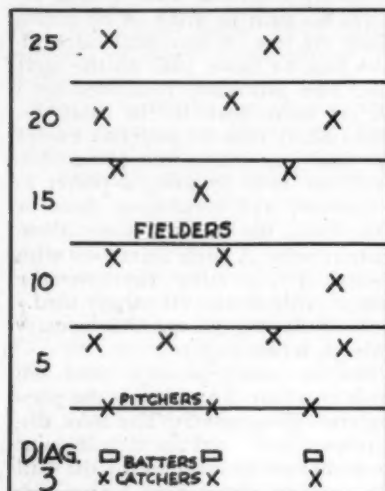
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the appropriate score. The activity is organized into as many groups as determined by available equipment and players. Each group has a catcher, batter, pitcher and fielders. After a player has received his allotted number



of swings, the other players move up and the batter becomes the last fielder as in "Monkey Move-up". All groups recover balls for each other but move up only in their particular group. Assignment of numbers in

each group facilitates the moving-up process.

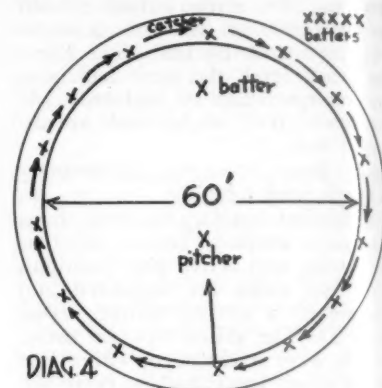
Target Throw (Elementary through senior high)

Several target and distance throws may be used but the one combining accuracy with distance has been very successful. Several throwing funnels 100 feet long graduated into ten-foot spaces may be used to facilitate greater numbers. The funnels taper from a one-foot width at one end to a four-foot width at the most distant point. Stakes may be used to mark distances. Two throws are given to each participant. Throws falling in the funnel lane are recorded as the distance times six, while those outside the center lane are computed as the distance times four. The points of the two throws are totaled to arrive at the participants record.

Softball Newcomb (Elementary through junior high)

An outdoor volleyball court serves very well for this activity. One team is placed on each side of the net and the softball is passed rapidly over the net. A dropped ball scores a point for the opponents. Players must throw the ball immediately after catching it (three seconds allowed). Volleyball net height or even greater heights cause fly balls to be thrown rather

than speedy low throws. Player rotation during the game allows everyone to move into the areas receiving the greatest activity in throwing and catching. The game may be played without the use of the volleyball court and net. Requiring fly balls only in this case is most successful. A time



limit or a predetermined score determines the game's completion.

Hit Through (Late elementary through junior high)

A circle sixty feet in diameter is drawn (Diagram 4). One team is spaced around the circle and numbered consecutively. Number 1 serves as catcher and the player opposite



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in the circle steps forward to a pitcher's distance. The other team lines up and counts off consecutively. Number 1 is the first batter and is limited to three swings in attempting to hit the ball through the circle of players. Each ball batted on the ground out of the circle counts a point. Fly balls caught inside or outside the circle are considered outs. When the first player has had his three trials, the circle shifts clockwise one space so that a new catcher and pitcher are in position. This rotation continues until all of one team have batted. The teams then change place and the second team bats as the first team did. Long fly balls are ruled non-scoring trials so that greater effort is made to hit through the circle rather than over it. Some of the members of the batting team may be used as retrievers of balls getting through the circle in order to speed up the game.

Organizing the Football Practice

(Continued from page 11)

We have found that we save valuable time in numbering our drills and captioning them so that the coach and players can recognize the drill instantly and can take their places without loss of time in trying to determine what the head coach had in mind for the particular drill. Only in this way can the individual coaches work intelligently and efficiently. A copy of the daily schedule should be posted on the locker room bulletin board to familiarize the players with the day's work.

The coaching staff is supplied with the mimeographed copy of the various drills and maneuvers that will be used throughout the year. This eliminates the frequent interruption during the practice session to explain various details of the drills. A glance at the scheduled drill found on the mimeographed sheet affords each coach the information needed to conduct the designated drill.

This time-saving method allows the small coaching staff to cover more work in less time and at the same time inject efficient and game-conditioning drills into the practice session. One's practice field may not have all the mechanical apparatus such as charging sleds, swinging dummies, and blocking aprons; but each drill can be adjusted and modified to meet the equipment at hand and

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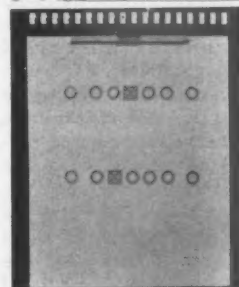
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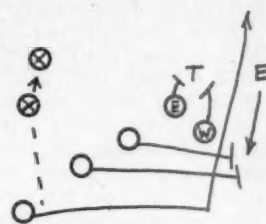
to provide a moving and beneficial practice session. Young coaches are prone to lump the practice period into a conglomeration of everything and a little of nothing and trust to luck that each football phase will receive adequate treatment.

The coaching staff would do well to make a daily survey of each individual, or the team as a whole, and base their schedule and drills on the needs of this group. If the backfield needs more work on pass defense, the practice session should include drill 4 to take care of this need. It is advisable to build and formulate one's drills to coincide with fundamentals of the game, and more specifically, the offense being used. Some drills can be used to teach various fundamentals that can be correlated with almost any system of attack. However, certain drills apply specifically to certain offensive maneuvers or formations and it would be wise to dwell on these alone. Coaches with large squads and a small staff will find the routinized schedule a step forward in accomplishing their practice objectives as well as simplifying the work of their assistants.

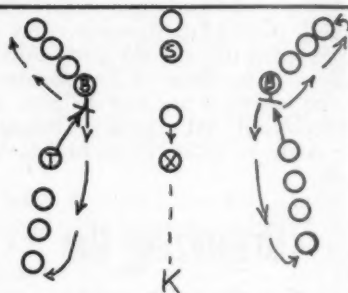
As the season progresses the daily schedule becomes flexible from week to week due to the fact that we meet different offenses, defenses, and even particularly outstanding personnel that comes into contention. We have found that by mimeographing the forthcoming opponent's plays and defenses, as portrayed by the scouting reports, and giving each squad member a copy to study and familiarize himself with the opponents' attack, a greater benefit and advantage is gained from the report in preparing for a game. True enough, no scout can expect to gather an entire offense of an opponent, but we found that each boy, with a sheet of the opponents' offense before him throughout the week, cannot help but learn some of the tricks and maneuvers and even possibilities that will be used against them on game-day.

It should be noted that the nature of the work is quite different in the late season than in the pre-game period. Hard work is necessary in the early stages of the program because only by hard work can boys acquire the correct technique and physical conditioning. Later in the year the practice schedule can be adjusted and modified to the point of keeping the squad sharp at its fundamentals and physical conditioning.

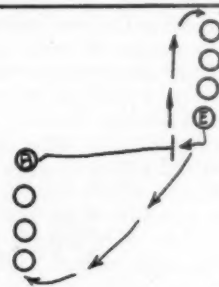
Keeping the back practice schedules in the form of a log allows the head coach to check back on his practices



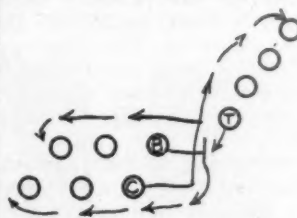
Drill 17. Blocking-assignment practice using a skeleton backfield. Placing man over the center to offer resistance.



Drill 18. Mass practice drill for punting, catching, blocking and tackling. Tacklers (T) go down under punts, are blocked by (B) after which the boys change lines.



Drill 19. Affords practice for backs blocking ends. The latter offer active resistance. Boys change positions.



Drill 20. Blocker, B, attempts to block for ball-carrier, C. Tacklers then move to the blocking line, blockers to the carrying line and carriers to the tackling line.

The diagram shows a closed-loop control system. A reference input $R(s)$ enters a summing junction. The output of the summing junction goes to a block labeled $G(s)$. The output of $G(s)$ is the system output $C(s)$. A feedback path branches off from $C(s)$, passes through a block labeled $H(s)$, and returns to the summing junction. Arrows indicate the direction of signal flow.

NCAA 1950 Finals

screen around which Unruh dribbles for shot and score. Diagram 13. Unruh, from out-of-bounds, feeds Melchiorre then circles around two teammates getting a return pass from Melchiorre for set shot and score.

The consolation game played between Baylor and North Carolina State was rather dull the first half but a bit more colorful the second half. North Carolina State played somewhat conservatively the first half but drove hard and fast the last twenty minutes to win out 52-41. Many of their fast breaks came after capturing rebounds on unsuccessful Baylor free-throw attempts. The ball was advanced by crossing rather than by straight-line breaking. Diagram 14 illustrates this. C feeds F1, who feeds F2, who feeds G1 or G2.

Diagram 15. G1 fed F1 (Ranzino) who is a quick-shooting, accurate right-handed shooter who drove around screen for push shot. Ranzino could also pass off to F2 (Dickey)

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after C (Horvath) set screen for Dickey. If Dickey was not freed he and Horvath rotated and freed themselves in a re-exchange of positions.

Diagram 16 is an out-of-bounds play. C (Horvath) stations himself in front of the basket. F (Dickey) cuts around him and takes a pass-in for a shot.

Diagram 17 is a North Carolina State play against pressure. One feeds 2, 2 feeds 3. Five screens to the short side for 4. Three passes to 4. This is merely a regular offensive set-up in rear court.

Diagram 18 is another North Carolina State play against pressure. One, 2 and 3 bring ball up by crossing. Five's screen is timed for pass into offensive end.

State played (as did Baylor) a strict man-to-man defense, sliding through on screen plays. Inasmuch as Baylor shot few medium and hardly any long sets, the State defensive forwards sagged to congest the free-throw area.

Baylor played a slow-breaking, possession type of game. They used a three-in two-out post game with Heathington or Preston in the slot. Sometimes the ball would be played into the pivot for a hook shot but very frequently the post man helped set a double screen on the side. Some of Baylor's plays are shown in Diagrams 19-22.

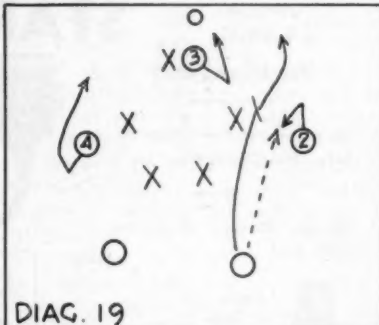


Diagram 19. One feeds 2 and screens inside. Since North Carolina State's defense sagged deeply, 2 sets and 1, 3 and 4 follow.

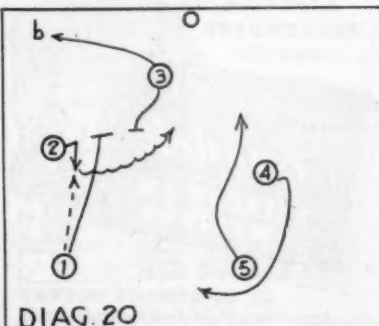


Diagram 20. One feeds 2 and

screens inside with 3. One dribbles around double-screen for shot or to start weave with 4 for whom 5 has screened. Option "b" - 3 sometimes clears to corner.

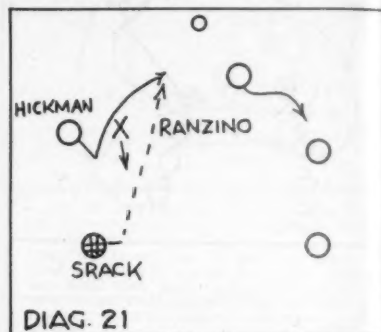


Diagram 21. Ranzino of North Carolina State attempts to intercept. Srack fakes to Hickman and lobs passes over Ranzino to Hickman for score.

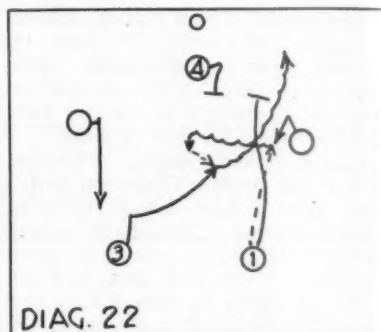


Diagram 22. One feeds 2 and 1 and 4 set screen for 2 who dribbles around double-screen, pivots and feeds 3 who makes a delayed cut and drives in for score.

NELSON NITCHMAN graduated from Union College in New York in 1930 where he was a three-sport man in football, baseball and basketball. He coached football and basketball at Union for ten years. Going to Colby College in Maine, he coached the football team to its first state championship in 18 years. He entered the service in 1942.

Baylor, playing a strict man-for-man defense, handled State's fast break well the first half but weakened a bit against State's drive about the middle of the second half. The outstanding players for their respective teams in this game were State's Ranzino with his agility and quick-

ness and Baylor's Srack for his excellent ball-handling, shooting and fine defense against State's Dickey.

Dambrot of City College, a marvelous ball-handler, excellent shot, good rebounder and digging defensive player, won the Best Player Award.

Pass-Receiver...Defense

(Continued from page 12)

It is best to start drilling the passer on a simple pattern at first which calls for a limited sphere of reaction on the passer's part.

The following drills are diagrammed from the single-wing (unbalanced) which I hold to be a better passing formation than the T in many respects. These drills, however, can be adapted to other formations.

Reaction Drills

Diagram 1. No. 2 covers second man out. Blocking back (A) flanks out to right 12-15 yards. Right halfback (B) starts in motion to right, fast, one to two counts before snap. Left halfback (C) goes left on snap. Right end (D) runs straight, fast, looking at passer with first step.

The passer is concerned only with the conduct of No. 2. The passer's attention is on 2 and he observes 2's reaction to B's motion to the right while catching the ball from center. On getting the ball, his right foot drops back slightly and he must not delay by feeling for the laces on the ball. If 2 has started with the man-in-motion to the right, the passer rifles the ball immediately, in a con-

ZIGGIE NEDWICK played football at Manhattan College in New York City until an athletic injury ended his participation in athletics in 1938. He coached semi-pro football until going to Glen Cove in 1942 as assistant football coach. He became head coach in 1946.

tinuous motion with his catch from center, to the right end. If 2 has remained in his zone, the pitch is out to the right halfback (B) who is squared away to the pitcher and behind the blocking back. The pitch is made without any hesitation or faking lest someone get between the passer and receiver to intercept. The blocking back (A) does not move but watches how the play develops and goes to block the nearest opponent if the catch is made behind him.



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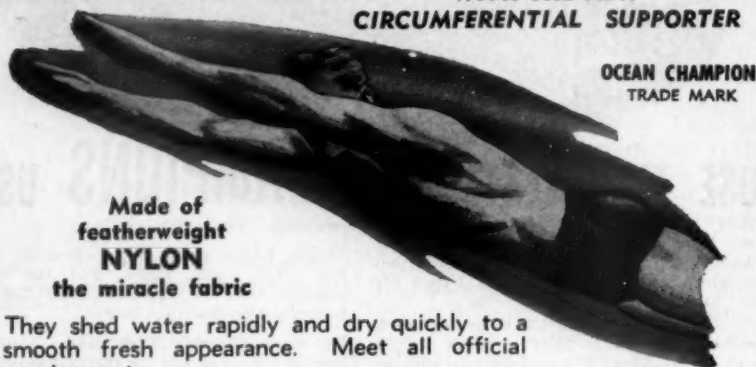
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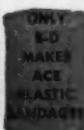
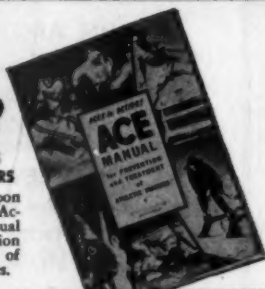
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The offensive line goes to the defensive line, instead of waiting and employing stand-up blocking. Where the opponent is near the line, low shoulder blocks at the nearest knee should be used. If the offensive line-man must step toward his opponent he should do it quickly and throw a rolling block to bring him down. The object of the blocking in this play is to keep the defensive line low. The defensive line will automatically bring their hands down to protect their legs. A line that lines up high is susceptible to a running game.

Diagram 2. No. 2 remains in his zone.

Diagram 3. No. 2 remains in zone, but 6 is covering aggressively.

Diagram 4. No. 2 remains in his zone and 5 covers second man.

Diagram 5. No. 2 covers to flat but 5 crowds the right end (D). The right end does a fake stop-and-go play.

Or, (Diagram 6) the passer calls for the left end (E) to enter that zone on the next play, with the right end (D) going straight up fast, decoying 5 to him.

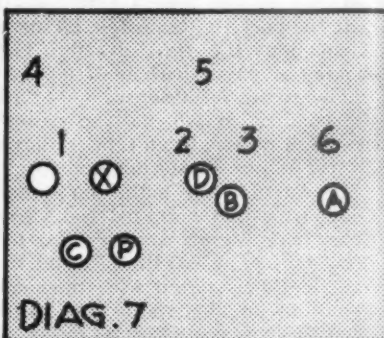


Diagram 7. Left end, 3 covers second man out, 2 remains in his zone.

The flanker who is set out there, gives the oral signal, "five-man", if the defensive end is covering the man-in-motion. The man-in-motion who hears this signal continues on and does a "sideline" instead of stopping.

If this practice is used to cover, the passer must use set-ups that are practical against three linebackers.

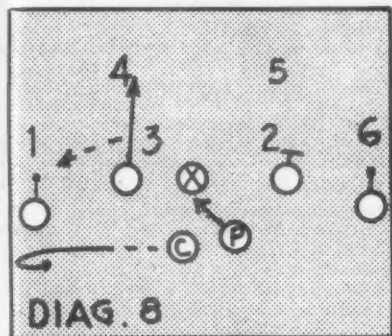
A 5-2 defense against a single wing is weak and encourages a running game. Orthodox defenses employ eight men, e.g. 6-2, 5-3. A flanker is effective if he draws a potential tackler to him.

Diagram 8. Set-up against a 5-4.

Diagram 9. Long pattern against a 6-2. Passer turns immediately to look at 6 while ready to throw to the flanker (A). If 6 plays flanker loosely the pitch-out is made, otherwise he fakes hard and turns to 5 who must elect to cover the right end (D)

or the right halfback (B). The throw is to the most open man. If both are covered because 6 dropped back after the fake pitch, the throw is back to the flanker who is standing there. If 4 drops over center, the left end (E) is the logical receiver.

Many other patterns may be devised for the passer and receivers to drill on in this manner.



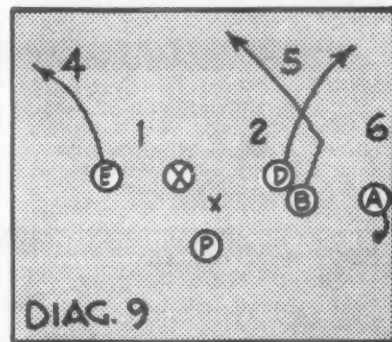
Against a 5-4 or 5-3 defense an additional back may be used for de-
ploying.

A running game, generally with traps, has to be developed with such passing formations to balance the attack.

1) If a flanker is covered loosely on a running play the pitch-out is made without any oral signals or warnings. The flanker will anticipate the throw by the manner in which he is covered.

2) The concern of the defense for man-in-motion and flankers will loosen up secondaries and help the running game.

3) The quarterback should always call for fake pass-and-run plays from wide formations at first while study-



ing defensive reaction to flankers, etc. A good defense will cover the same wide formation differently on successive occasions.

4) Much emphasis should be placed on pass blocking against changing defenses.

5) Check-pass plays should be used against linebackers who "shoot the gap."

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See advertisement p. 60.

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See advertisement p. 55.

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Courses—Football (T and single wing and line play), Basketball, Wrestling, Training.
Staff—"Ivy" Williamson, Mike Gillman, John Michelosen, Cliff Wells, Billy Sheridan.
Information—Tuition \$35.00 for Pennsylvania coaches, \$38.00 for out-of-state. Tuition includes room and board.
Director—Marty Baldwin, East Stroudsburg, Pennsylvania.

See advertisement p. 51.

EDINBORO COACHING SCHOOL

Edinboro, Pennsylvania August 8-11
Courses—Football (demonstrations by Pittsburgh Steelers)
Staff—Sid Gillman, George Blackburn, Joe Madro, Beattie Feathers, Charles Ramey, Joe Potellie, John Michelosen, Mike Nixon, Walter Kiesling, Ken Ormiston, Lou Tullio.
Information—Sponsored by Northwestern

Pennsylvania Coaches Association. Tuition \$15.00 for members, \$20.00 for non-members. Does not include room and board. Average cost of room \$.50c and board \$2.00 per day.
Director—Jim Hyde, Academy High School, Erie, Pennsylvania.

FLORIDA A & M COLLEGE

Tallahassee, Florida
Dates to be announced
Courses—Football.
Staff—To be selected.
Information—Tuition of \$20.00 includes room and board.
Director—"Jake" Gaither, Florida A. & M. College.

GEORGIA COACHES ASSN.

Atlanta, Georgia August 14-19
Courses—Football, basketball, track, training.
Staff—Herman Hickman, Jess Neely, Bobby Dodd, Ray Graves, "Hank" Iba, others to be selected.
Information—Tuition for football and basketball sessions \$10.00 each or \$15.00 for both. This does not include room and board.
Director—Dwight Keith, Georgia Tech., Atlanta, Georgia.

ILLINOIS NORMAL UNIV.

Normal, Illinois June 13-15
Courses—Football, basketball, track, baseball, officiating.
Staff—Wallace Butts, Hank Iba, and others.
Information—Tuition free. Rooms from \$2.00 to \$4.00 per day for single, \$4.50 to \$6.50 for double. Board reasonable. Student residence available at \$1.50 per day.
Director—Howard J. Hancock, Illinois State Normal University, Normal, Illinois.

INDIANA BASKETBALL SCHOOL

Logansport, Indiana August 3-5
Courses—Basketball (all phases of offense, defense, fundamentals, etc.)
Staff—To be selected—will consist of three college and three high school coaches.
Information—Average cost of room is \$2.50 and board \$3.00 per day. Tuition \$12.00.
Director—Cliff Wells, Box 83, Tulane University, New Orleans.

IOWA H.S. ATHLETIC ASSN.

Spirit Lake, Iowa August 19-24
Courses—Football, basketball.
Staff—To be selected.
Information—Tuition \$15.00 for Iowa residents, \$22.50 for non-residents. Tuition includes cost of room and board.
Director—Lyle T. Quinn, Boone, Iowa.

KANSAS H.S. ACTIVITIES ASSN.

Wichita, Kansas August 21-25
Courses—Football, basketball, training, track.
Staff—Lynn Waldorf, "Dutch" Meyer, another football instructor to be selected. Balance of staff to be announced.
Information—Tuition is \$10.00 which does not include room and board.
Director—E. A. Thomas, New England Building, Topeka.

LOUISIANA H.S. COACHES ASSN.

Baton Rouge, Louisiana Aug. 2-4
Courses—Football, basketball, baseball, track.
Staff—Ray Eliot, R. H. Russell, Gaynell Tinsley and L. S. U. staff.

Information—Tuition for state high school coaches \$2.00 and state college coaches \$5.00. For out-of-state high school coaches \$5.00 and out-of-state college coaches \$10.00. Room is free. School will sponsor an All Star game. **Director**—Woodrow Turner, Box 596, Columbia, Louisiana.

LOWER MICHIGAN C.S

Mount Pleasant, Mich. Aug. 14-18
Courses—Football, basketball.
Staff—Ivan Williamson and others.
Information—Tuition \$16.00 includes room. Board about \$5.00 per day.
Director—Dan Rose, Central Michigan College, Mt. Pleasant, Michigan.

MICHIGAN, UNIV. OF

Ann Arbor, Michigan Dates below
Courses—Athletic Coaching and Administration June 26-July 8, Safety Education July 10-July 22, Community-School Camping July 24-August 5.
Staff—Members of the University Coaching Staff.
Information—A course designed to combine theory and practice.
Director—Office of Summer Session, University of Michigan, Ann Arbor, Michigan.
See advertisement p. 58, April issue.

MINNESOTA H.S. COACHES ASSN.

University of Minnesota Aug. 14-16
Courses—Football and basketball.
Staff—Bert Ingwersen, A. T. Gill, University of Minnesota staff.
Information—Free to members of association, \$10.00 for non-members. Tuition does not include room and board.
Director—Kermit Anderson, 829 Plymouth Building, Minneapolis.

MISSOURI, UNIV. OF

Columbia, Missouri June 22-24
Courses—Football, basketball, baseball, track, training.
Staff—"Bud" Wilkinson, Don Faurot, basketball coach to be selected, Wilbur Stalcup, Tom Botts, John Simmons, "Ollie" De Victor.
Information—Tuition of \$10.00 does not include room and board.
Director—Don Faurot, University of Missouri.

MONTANA UNIVERSITY

Missoula, Montana July 24-28
Courses—Football, basketball.
Staff—Don Faurot, George Dahlberg.
Information—Tuition is \$10.00. For reservations at hotels or motels write the director specifying price desired.
Director—Clyde Hubbard, Montana University, Missoula.

See advertisement p. 52.

MISSISSIPPI, UNIVERSITY OF

University, Mississippi June 1-3
Courses—Football, basketball, training.
Staff—Bud Wilkinson, John Vaught, Ed Hickey, Bonnie Lee Graham, Wes Knight.
Director—C. M. Smith, University of Mississippi, University, Mississippi.

MURRAY STATE COLLEGE

Murray, Kentucky June 8-10
Courses—Football basketball.
Staff—Bobby Dodd, Clair Bee.
Information—Tuition \$10.00 does not include room and board. Average cost of room \$2.50 and board \$3.50 per day.
Director—Roy Stewart, Murray State College.
See advertisement p. 60.

SAND KNIT AWARD SWEATERS

Made in

Two Weights

of 100% Virgin Wool Yarns

- Jacket • V-Neck •
- Crew-Neck Styles •
- All School Colors •
- Chenille Letters •
- Popular Priced •



BASKETBALL UNIFORMS • FOOTBALL PANTS AND JERSEYS

SAND KNITTING MILLS CO.

Manufacturers of Exclusive Knit Goods and Clothing for Athletic Wear
538 South Wabash Ave. CHICAGO 5, ILL.

WASHINGTON STATE HIGH SCHOOL COACHES ASSOCIATION

Football, Basketball, Track, Baseball

CLINIC

at
University of Washington
Seattle, Washington

AUGUST 21-25

FACULTY

HENRY FRNKA

Tulane University—Football

EDDIE HICKEY

St. Louis Univ.—Basketball

HEC EDMUNDSON

Univ. of Wash.—Track

BASEBALL LEADER

to be announced

TUITION

FREE TO ALL MEMBERS

NON-MEMBERS \$10.00

For further information write:

A. J. LINDQUIST

Garfield High School Seattle 22, Wash.

BASEBALL, TRACK AND FOOTBALL

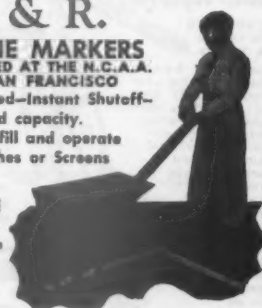
H. & R.

DRY LINE MARKERS
ACCLAIMED AT THE N.C.A.A.
AT SAN FRANCISCO

- ★ Force Feed—Instant Shutoff—30 pound capacity.
- ★ Easy to fill and operate
- ★ No Brushes or Screens to clog

SAVES TIME
ELIMINATES

1. Wet Mixture
2. Mussy Washing
3. Material Waste



Send to
Dept. H for booklet on Three other models
H. & R. MFG. CO., LOS ANGELES 34, CALIF.

COLBY COLLEGE

COACHING SCHOOL

Waterville, Me. June 15-16-17

Basketball—JOHN BUNN (Springfield)

Football—FRANK LEAHY (Notre Dame)

Both Courses—\$17.50

Write: E. W. Millett, Director

Box 214

Waterville, Me.



For Better Footwork

LA FOME RUBBER INSOLES

"Like walking on air"

Write for Special Premium Offer

E-Z WALK CORP., 37 W. 20th St., N.Y. 11, N.Y.

IS THIS YOUR GYM?



Yes, McArthur's famous school towels are a favorite with everyone. Students like them because they're big, soft and absorbent . . . favorites with schools too because their long-lasting service cuts down budgets. For information, write directly to Geo. McArthur & Sons, Inc., Baraboo, Wis.

"PAIN-AWAY"

The original
Methyl-Gesic Balm

ENDORSED
by coaches
& trainers

Non-greasy base, quick warming action, especially good for pre-workout rub-downs . . . particularly good for painful muscles and joints. Liquid base penetrates quicker—gives quick relief! Keep your athletes at peak performance in all seasons!

THE NERREN CO.



Used with excellent results by schools everywhere. Names on request

Available 2 oz., 16 oz.
Write for FREE sample.

2800 N. Meridian Blvd.
Cleveland 20, Ohio

Carries Graduate Credit West Virginia University THIRD ANNUAL WORKSHOP

Morgantown, W. Va. June 8-July 18

FOOTBALL

Art Lewis and Staff, West Va. U.
"Horse" Lough, Potomac St. Coll.

BASKETBALL

Jack Gardner, Kansas State

TRAINING

Whitey Gwynne, West Va. U.
ADMINISTRATION
Dean G. Ott Romney, West Va. U.
H. M. Emswiler, Ohio H. S. A. A.
W. R. Fugitt, West Va. H. S. A. A.

Other courses in Intramurals and Officiating. Free golf instruction at Morgantown Country Club.

F. J. HOLTER, Director

West Virginia University Morgantown, West Va.

NEBRASKA COACHING SCHOOL

Univ. of Neb., Lincoln Aug. 14-17

Courses—Football, basketball.

Staff—To be announced.

Information—Sponsored jointly by N.H.S.A.A. and Univ. of Nebraska. Tuition to be announced.

Director—O. L. Webb, Box 1028, Lincoln.

NEW YORK BASKETBALL SCHOOL

Hancock, New York August 17-19

Courses—Basketball (all phases including single and double pivot, fundamentals, half-time strategy, shooting, etc.)

Staff—To be announced.

Information—Tuition \$10.00 does not include room and board. Average cost of room \$1.50 and board \$2.50 per day.

Director—John E. Sipos, Hancock, New York.

NEW YORK STATE C.S.

R. P. I. Campus, Troy, N. Y.

Aug. 21-26

Courses—Football, basketball, baseball, track, six-man, soccer, wrestling.

Staff—To be announced.

Information—Sixth annual school sponsored by the New York State Public High School Athletic Association. Tuition to be announced.

Director—Philip J. Hammes, Proctor High School, Utica, New York.

See advertisement in June issue

NORTHERN MICHIGAN C.S.

Marquette, Michigan Aug. 7-11

Courses—Football, basketball, training, officiating.

Staff—Ivy Williamson, Bud Foster, Chuck Taylor and others.

Information—Tuition \$15.00 includes room and board.

Director—C. V. "Red" Money, Northern Michigan College, Marquette, Michigan.

NORTH CAROLINA, UNIV. OF

Chapel Hill, N. C. July 31-Aug. 4

Courses—Football, basketball, baseball, track, athletic injuries.

Staff—Carl Snaveley, Tom Scott, Bob Fetzner, Bunn Hearn, "Doc" White.

Information—This is the 24th annual coaching school and tuition is free. Average cost of room \$2.00 and board \$2.50 per day.

Director—Tom Scott, University of North Carolina.

OHIO H.S. COACHING SCHOOL

Waite H. S., Toledo, O. Aug. 14-18

Courses—Football, training.

Staff—Jim Aiken, Wes Fesler, Bob Snyder, Rollie Bevan.

Information—Fifth annual coaching school sponsored by the Ohio High School Football Coaches Association. Tuition for members of Association \$10.00, others \$15.00. Does not include room and board.

Director—Frank Pauly, Waite High School, Toledo.

See advertisement p. 53.

OKLAHOMA COACHES ASSN.

Oklahoma City, Okla. Aug. 14-18

Courses—Football, basketball.

Staff—Lynn Waldorf, Biggie Munn, basketball staff to be selected.

Information—Tuition of \$5.00 does not in-

**Kill Weeds . . FEED GRASS all
in one easy operation . . . use**

Scott's T M REG
WEED & FEED

• No mixing or fussing with sprayers, just spread Scott's WEED and FEED over turf areas. This dry double-action compound kills dandelions, plantain and other ugly weeds . . . and at the same time nourishes desirable grasses to thicker, healthier turf. Write for prices and information on Scott's Lawn Care Products.

O M Scott & SONS CO

Marysville, Ohio
also Palo Alto, Calif.

clude cost of room and board. Average cost of room is \$2.50 and board \$3.00 per day.
Director—Clarence Breithaupt, 3420 N.W. 19th, Oklahoma City, Okla.

ROCKY MOUNTAIN SCHOOL

Billings, Montana June 19-23
Courses—Football, basketball.
Staff—Ray Eliot, Harry Combes.
Information—Tuition \$25.00 does not include room and board.
Director—Herb J. Klindt, Rocky Mountain College, Billings, Montana. *

See advertisement this page.

SO. CAROLINA COACHES ASSN.

Columbia, S. C. August 7-11
Courses—Football, basketball, baseball, track, girls basketball.
Staff—Frank Leahy, Cliff Wells, Weems Bas- kin, J. Alderman, A. R. Hutchins.
Information—Tuition for members \$10.00, non-members \$15.00. Room is free and board approximately \$2.00 per day.
Director—Harry F. Hedgepath, 1623 Harring- ton Street, Newberry, South Carolina.
 See advertisement p. 55.

SOUTH DAKOTA ATHLETIC ASSN.

Huron, South Dakota August 15-18
Courses—Football, basketball, six-man foot- ball, training.
Staff—Don Fautrot, Bruce Drake, H. R. Diet- erich, trainer to be selected.
Information—No tuition charges.
Director—R. M. Walseth, St. Charles Hotel, Pierre, South Dakota.

SOUTHERN ILLINOIS UNIV.

Carbondale, Illinois August 21-23
Courses—Football, basketball.
Staff—Adolph Rupp and two instructors for football to be announced.
Information—Tuition is free and average cost of room is \$2.00 and board \$2.50 per day.
Director—Glenn Abe Martin, Southern Illi- nois University.

SPRINGFIELD COLLEGE

Springfield College July 6-August 11
Courses—Beginning and Advanced Football, Beginning and Advanced Basketball, Soccer, skill courses in baseball, swimming, tennis, handball, badminton, dancing, volleyball, boxing, games.
Staff—George James, "Eddie" Hickey, Irvin Schmid.
Information—Sixty hours in each sport with regular college credit.
Director—Summer Session, Springfield Col- lege, Springfield, Massachusetts.
 See advertisement p. 54, April issue.

TENNESSEE COACHES ASSN.

Univ. of Tenn., Knoxville July 27-29
Courses—Football, basketball, baseball, track, training.
Staff—Bob Neyland, Herman Hickman, bas- ketball to be announced, Carelton Crowell, Cy Anderson, Mickey O'Brian.
Information—Tuition is \$10.00 which in- cludes room and board.
Director—Louis Johnson, University of Tennessee, Knoxville.

TEXAS H.S. COACHES ASSN.

Austin, Texas July 31-August 4
Courses—Football (T and single wing), bas-

A GREAT EVENT IN TRACK



FIRST MODERN OLYMPIC MARATHON
 ATHENS, APRIL 1896

Appropriately enough, a Greek peasant won the first re-running of this great event of Hellenic tradition. Women in the crowd tore off their jewels and flung them at his feet, a little shoe- shine boy offered free service — in short, the home folks went wild.

PRESENTED BY
 A GREAT NAME IN FABRICS



There is a great tradition in textiles too — that of the high quality, practical economy and smart good looks of Kahnfast uniform fabrics. Next time you order, ask for a Kahnfast "fabric of champions".

ARTHUR KAHN CO., Inc. 444 Fourth Avenue, New York 16, N. Y.

Rocky Mountain Coaching School

JUNE 19-23 INCLUSIVE

Sponsored by Midland Round Table

INSTRUCTION

Football	Basketball	Training
RAY ELIOT U. of Illinois Rose Bowl Champs '46	HARRY COMBES U. of Illinois Big Nine Champs '49	Gordon "Doc" Herwig Mont. State Coll.
JOHN MASON Mont. State Coll. Colo. Mines	BRICK BREEDEN Mont. State RMC Champs 1950	Write: HERB KLINDT Director
Tuition \$25.00	At Rocky Mountain College, Billings, Montana	

National...

THE WORLD'S FINEST GYM MAT

... like hundreds of coaches and officials throughout the country using National Gym mats, you'll agree on National—"the world's finest gym mat."

Send for circular No. 25D today!

NATIONAL SPORTS EQUIP. CO.
 1017 MARQUETTE AVENUE, CHICAGO, ILL.

NOW A STRONGER, HEALTHIER
 TURF AT LESS COST

MICHIGAN PEAT
 NATURE'S FINEST SOIL BUILDER

Leading schools maintain durable ath- letic fields by building with proper mixture of Michigan Peat, sand and soil. Michigan Peat makes heavy soil porous, binds light sandy soils, permits adequate aeration, holds water and plant food, allows grass to attain deep root structure. Invaluable for top dress- ing! Saves watering bills. Our staff will help you solve your problems and save money.

MICHIGAN PEAT INC. 267 5 Ave. N. Y. 16

Meet them... At The Top of The Nation

WILKINSON



Football
U. OKLAHOMA

HICKMAN



Football
YALE U.

CROMWELL



Track
U. OF SO. CAL.

ALLEN



Basketball
U. KANSAS

PETERSON



Basketball
U. UTAH

at ADAMS STATE COLLEGE

Colorful... Cool... ALAMOSA, COLORADO

Ira Richardson, President, presents these outstanding men as instructors in

THE NATION'S TOP COACHING SCHOOL at the "Top of the Nation"

JUNE 11th to JUNE 17th, 1950

Enjoy a grand vacation. The region surrounding Alamosa is an ideal fishing and vacation center for you and your family. Housing facilities will be plentiful and ideal if reservations are made early.

The tuition is only \$20.00 for the week of friendly, informal sessions with these outstanding leaders. Board and room on the campus \$24.00 to \$27.00. For complete details please write to RON CRAWFORD, Director, Adams State College, Alamosa, Colorado.

FOR TRACK and PHYSICAL EDUCATION



FIVE STAR... a screen test of the five "natural talent" events, "HJ-BJ-SHOT-100-880" with a score based on equality of performance, designed to place individual in proper event with Track IQ. Each participant receives an achievement score.

100 cards @ \$4.00 per 100 Postpaid
500 cards @ \$3.50 1000 cards @ \$3.25
10% discount payment with order

JOHN T. CORE
1224B W. Broad Street
Richmond 20, Virginia

MURRAY STATE COLLEGE COACHING SCHOOL

and North-South Basketball Game
JUNE 8-10 MURRAY, KENTUCKY

- BOBBY DODD, Georgia Tech
- CLAIR BEE, Long Island Univ.

High school basketball stars from all over nation will be chosen by writers for All-Star Game on June 10 at 8:00 P.M.

Tuition: \$10

ROY STEWART, Director
Murray St. College, Murray, Ky.

.....WISCONSIN

HIGH SCHOOL COACHES ASSN.

Annual Coaching School

☆☆ AUGUST 14-18 ☆☆☆

University of Wisconsin, Madison, Wisc.

FOOTBALL STAFF

WES FESLER

Coach of Ohio State's Rose Bowl Champions

IVY WILLIAMSON

And Staff at Univ. of Wisc.

BASKETBALL STAFF

TIPPY DYE

Coach of Ohio State's Big Ten Champions

BUD FOSTER

Basketball Coach
University of Wisc.

☆☆☆ FEATURES ☆☆☆

1. Very reasonable room and board on university campus.
2. Grand opening party at Park Hotel.
3. Evening movies and round table discussions.
4. Plenty of football and basketball demonstrations.
5. Run in conjunction with annual High School All-Star Football Game.
6. Golf tournament and dinner with plenty of prizes for all.
7. Complete clinic proceedings, including diagrams, will be mimeographed.

TUITION

\$5.00 for members, \$10.00 for others

HAROLD A. METZEN, Director

2106 E. Mifflin St. Madison, Wisc.

ketball, baseball, track and training. Staff—"Biggie" Munn, Hugh Daugherty, "Bud" Wilkinson, Gomer Jones, Adolph Rupp, "Hank" Iba, Clyde Littlefield, Marty Karow, Eddie Wojecki.

Information—Tuition \$12.00 for members, \$15.00 for non-members and high-school players, \$25.00 for sporting goods salesman (4 for each \$25.00). Tuition does not include room and board. Average cost of room \$2.00. \$3.00 and board \$3.00 per day.

Director—L. W. McConachie, 2901 Copper Street, El Paso, Texas.

See advertisement p. 61.

UTAH H.S. COACHES ASSN.

Salt Lake City, Utah Aug. 14-19

Courses—Football, basketball, baseball.

Staff—Red Sanders, Ray Eliot, others to be announced.

Information—Tuition \$15.00 for out of state coaches. Board \$3.00 per day.

Director—Don Dixon, Granite High School, Salt Lake City, Utah.

UTAH STATE COACHING SCHOOL

Logan, Utah June 5-9

Courses—Football, basketball, baseball, training.

Staff—Jess Neely, Bruce Drake, Bert Dunn, Roland Logan.

Information—Tuition of \$10.00 does not include room and board. Average cost of room \$2.00 and board \$2.00 per day.

Director—Joe E. Whitesides, Utah State College, Logan, Utah.

VIRGINIA STATE COLLEGE

Petersburg, Virginia July 17-22

Courses—Football (split T, team defense and line play), basketball, training.

Staff—Jim Tatum, Marvin Bass, Everett Case, "Duke" Wyre.

Information—Tuition of \$30.00 includes room and board.

Director—"Sal" Hall, Virginia State College, Petersburg, Virginia.

WASHINGTON H.S. COACHES

University of Washington Campus, Seattle August 21-25

Courses—Football, basketball, baseball, track. Staff—Henry Frnka, Eddie Hickey, Hec Edmundson, baseball to be selected.

Information—Tuition free to members and \$10.00 for non-members which does not include room and board.

Director—A. J. Lindquist, Garfield High School, Seattle.

See advertisement p. 57.

WEST CENTRAL PENN. COACHES

Johnstown, Pa. Aug. 9-11

Courses—Football (single wing, winged T and T formation), training.

Staff—To be announced. Information—School held at Cochran Jr. High School. Tuition \$20.00 for members, \$25.00 for others.

Director—E. Clark Shaffer, Johnstown, Pa., High School.

WEST VIRGINIA UNIVERSITY

Morgantown, W. Va. June 8-July 18

Courses—Football, basketball, administration, rules interpretations, intramurals, training. Staff—G. Ott Romney, Art Lewis, John Shockey, Eugene Corum, Harold Lahar, Patrick

Tork, Lee Patton, A. E. Lumley, William Fugitt, Dana Lough, Jack Gardner.
Information—Tuition is \$5.00 per hour for in-state residence, \$7.00 for out-of-state residence. Courses carry six graduate hours. Average cost of room and board \$2.50 per day.

See advertisement p. 58.

WISCONSIN H.S. COACHES ASSN.

University of Wisconsin,
 Madison, Wisconsin Aug. 14-18

Courses—Football, basketball.
Staff—Wes Fesler, Ivy Williamson, "Tippy" Dye, Bud Foster.

Information—Tuition \$5.00 for members, \$10.00 for non-members. Average cost of room is \$1.00 and board \$2.00 per day.

Director—Harold A. Metzen, 2106 E. Mifflin, Madison, Wisconsin.

See advertisement p. 60.

WISCONSIN, UNIV. OF

Madison, Wisconsin June 26-Aug. 18

Courses—Problems in various sports, physical education, methods and curriculum, conditioning and health education, recreation, organization and administration, measurement and research studies.

Staff—University of Wisconsin staff and visiting instructors.

Information—Request graduate catalog for requirements for graduate work leading to a master's degree. For tuition and living expenses write the director.

Director—Director of Summer Session, University of Wisconsin.

See advertisement p. 58 March issue.

Gymnastic Buffoonery

(Continued from page 34)

self (Illustration 11).

Head Through Springs: A handstand roll is frequently used in mounting the apparatus. Following such a mount, this variation is usually quite successful. The performer kicks into the handstand but lowers his head between the springs, then rolls and

DAVID A. FIELD graduated from the University of Illinois in 1940 and returned for his MA in 1947. He was a letter-winner on the Illinois National Intercollegiate championship gymnastic teams in 1939 and '40 and was a member of Hartley Price's original gymkhana troupe.

kicks vigorously pretending his head is caught between the springs. (One spring should previously be removed to prevent any difficulty.)

Simultaneous Front-Drop, Seat Drop: (Illustration 12). While doing alternate bounces, after giving a sig-

Fight ATHLETE'S FOOT

THESE 3 WAYS...



HERE'S THE SOUND, TESTED PROGRAM FOR ATHLETE'S FOOT CONTROL:

1. ALTA-CO POWDER

...for the all-important foot tub in your shower rooms. One pound to a gallon of water kills common Athlete's Foot fungi IN LESS THAN A MINUTE! Non-irritating; harmless to towels. Easily tested for proper strength with Dolge Alta-Co Powder Tester.

2. ALTA-CO FOOT POWDER

...for dusting, gives additional protection against re-infection. Soothes while drying between toes in shoes and socks, this potent but gentle fungicide does its work where Athlete's Foot fungi flourish.

3. ALTA-CO 300 H.D. FUNGICIDE

...for your daily, systematic washing of shower room floors. In economical solution, (1 to 300), its action is both fungicidal and bactericidal, giving your floors the same hygienic sanitation you demand be taken by each user of your facilities.

Write for 36-page illustrated booklet, "Athlete's Foot — A Public Health Problem".



The C. B. DOLGE Co.
 WESTPORT, CONNECTICUT

FOOTBALL PANTS REDYED

SAVE MONEY
 USE OUR
 COMPLETE SERVICES

New Or Original Colors
 Boil Fast (Vat) Colors
 On Cotton and Rayon Pants
 Wash Fast Colors
 On Nylon Pants

NO SHRINKAGE

Write for prices and full information

GUILD PRODUCTS INC.
 801 E. Third Cincinnati 2, Ohio

18th Annual TEXAS COACHING SCHOOL

Sponsored by the Texas High School Coaches Association
 AUSTIN, TEXAS
 JULY 31 — AUG. 4

Headquarters Stephen F. Austin Hotel

Staff
 FOOTBALL

Bud Wilkinson Oklahoma
 Biggie Munn Michigan State
 Gomer Jones Oklahoma
 Hugh Daugherty Michigan State

BASKETBALL
 Adolph Rupp Kentucky
 H. P. Iba Oklahoma A. & M.

TRACK
 Clyde Littlefield Texas

BASEBALL
 Marty Karow Texas A. & M.

TRAINING
 Eddie Wojceki Rice

ALL-STAR BASKETBALL GAME Aug. 3
 ALL-STAR FOOTBALL GAME Aug. 4
 For Room Reservations Write
STARR KEALHOFER, JR.,
 Austin Chamber of Commerce

For Information Write
 L. W. McCONACHIE
 2901 Copper St. El Paso

NEW ITEMS

IN EQUIPMENT AND IDEAS

For further information
see Service Coupon



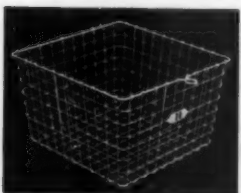
THIS is the new Hanna Batrite catalog which contains a full line of bats both for hardball and softball. Thirty-two bats are illustrated and described. The bats are available in player series including styles used by Ted Williams, Joe DiMaggio, Babe Ruth, Stan Musial, Ralph Kiner and others. Those desiring to receive one of these catalogs should write to: Hanna Manufacturing Company, Athens, Georgia.

BY means of a new unique method, a tennis net has been developed which will not tear at the top after a few hard games. Specially designed tabs fold around the twine and are stitched above the knots and between the mesh. This new development does away with the now outmoded method of stitching through the knots and twine at the top of the net. Thus the heavy wear on the top row of twine between tape and mesh has been compensated for. Manufactured by R. J. Ederer Company, Chicago, Illinois.



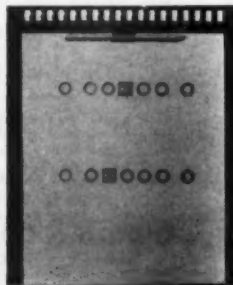
THIS fencing weapons rack is constructed entirely of metal and will hold dozens of weapons, masks and additional equipment. The rack may be placed in a corner and will hold weapons and masks in between bouts or whenever they are not in use. Because most fencing weapons are unusual in shape, few athletic rooms are equipped to handle them. The racks cost \$9.50 and are available from Castello Fencing Equipment Co., Inc., 61 E. 11th Street, New York City.

HILLERICH & Bradsby's 1950 annual baseball publication "Famous Slugger Year Book" is packed with baseball interest. Included are pictures of the past season's outstanding sluggers, records, hints on how to bat and highlights of 1949's outstanding baseball events. Of special interest is an article titled "The Science of Batting" by the immortal Ty Cobb. The 1950 edition of "Official Softball Rules" with pictures of winning teams and records of last season is also ready. The two books may be obtained from sporting goods dealers throughout the country.



THIS heavy-duty gymnasium basket is electrically welded into an exceedingly strong integral unit. It is fabricated with No. 13 steel wire in the bottom and the vertical sides, and No. 15 steel wire in the horizontal sides. The vertical wires are wrapped around and welded to the top rim for greater strength, and the entire unit is hot-dip tinned to protect permanently against rust or corrosion. Manufactured by American Playground Device Co., Anderson, Indiana.

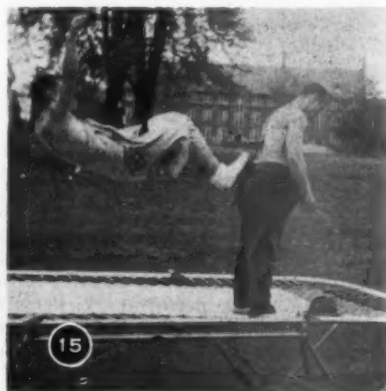
SHOWN here is the Instructor's Magic Slate for Football which is handy for use anywhere. A portable writing board which may be used by the coach at home, around the office, during a game or on a trip, it may be written on with any pointed object and is erased by merely lifting the film. Two inserts, one for balanced line plays and the other for unbalanced line plays are provided and are moved around easily. Price \$1.00. Order from American Coaches' Supply Company, Suite 601, 22 W. Monroe St., Chicago 3, Illinois.



nal, one partner does a seat drop with feet spread wide apart. The associate does a front drop close to him and when a profile of this is seen from the audience it will look as though the two will collide. In reality, there is ample distance between them.

Double Seat-Drop: (Illustration 13). When doing simultaneous jumping, both performers jump high, one going slightly higher than the other so that he can sit in the lower person's lap. After hitting the bed and bouncing up, they release and continue their routine.

Back Three-Quarter Layout to Front Drop: (Illustration 14). Here the performer does a back layout somersault but instead of landing on his feet, lands on his stomach with his hands close to his chest for use in pushing off the bed. When in mid air he emits a loud scream to portray apprehension. After landing on his stomach, he slowly rises, looks deathly sick, leans over the side of the trampoline, places his hand to his mouth and throws out a handful of teeth (white candy or candy corn) to the floor.



Kick Off: (Illustration 15). After the two performers have been bouncing awhile, one can pretend he is disgusted and commence to walk off the trampoline. As he approaches the end, he bends over to pick up his hat or other apparel that might have been dropped. His partner, meanwhile, does a back drop in the center of the bed, and when he comes up, instead of landing on his feet, forcefully kicks the disgusted one who proceeds to fall off the trampoline.

(The author expresses his appreciation to George Sorg, Rolf Scovell, Harold Buckley, and Tom Bolgiano for their assistance in the preparation of this manuscript.)

Athletic Promotion

(Continued from page 18)

sport a hard blow by permitting the salary range of coaches to drop alarmingly."

College coaches might well take a few minutes and analyze the high school status of their sport in their state. It seems unbelievable, but nevertheless it is true that the football coach at a major state institution when asked the number of high schools in his state playing football gave a figure 200 more than was the fact.

A few years back a college coach when asked why so few of the players on his football roster came from his state, replied that the status of high school football in his state was very poor. If this particular coach had devoted as much energy to selling football to high schools in his state as he did travelling to sell boys from out of state to attend his institution, the situation would have been remedied within the space of a few years.

Southern colleges have lagged behind the rest of the country in track, and have never been the power in that sport that they have in others. In this same connection, it is interesting to note that the track times and distances for high schools in the South Atlantic and East South Central states are the poorest in the country. We mention this to show the close similarity between high school and college performances.

Once again we repeat, that high school athletics is the basis of amateur athletics, and hence any effort to promote sports must be concentrated at that level.

Coaching Schools

COMMENCING on page 56 is the complete list of coaching schools. For most of the schools the information is complete at this time. In our directory for this year we have, in most instances, been able to include the average cost of room and board. We received this information from the directors of the various schools at the suggestion of some of our readers.

In many instances, the schools are held in smaller communities with limited lodging facilities. It is, therefore, imperative that reservations for lodging be made at an early date. The directors of the schools stand ready to help you arrange reservations, and if given ample time will be able to arrange these reservations within the price range of your choice.

Plan now to attend a coaching school. Study over the directory and accompanying ads and send in your reservation early.

COACHES READY REFERENCE SERVICE COUPON

MAY, 1950

As a service to our readers and for their convenience we list here the advertisers appearing in this issue. Many of the concerns offer free booklets and coaching aids. Simply cut along the perforated rule and mail to:
Service Department ATHLETIC JOURNAL
6856 Glenwood, Chicago 26, Ill.

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- | | |
|-------------------------------|----------------------------------|
| MacGregor Golf Co., 23, | See advertisement |
| Rawlings Mfg. Co., Cover 2, | <input type="checkbox"/> Catalog |
| Reach, Wright & Ditson, 17, | <input type="checkbox"/> Catalog |
| Spalding & Bros., A. G., 1, | <input type="checkbox"/> Catalog |
| Wilson Sporting Goods Co., 7, | See advertisement |

SHOES

- | | |
|-----------------------------|---|
| Brooks Shoe Mfg. Co., 5, | <input type="checkbox"/> Special coaches' catalog |
| Riddell, Inc., John T., 29, | <input type="checkbox"/> Information |
| Spot Bill, Inc., 3, | <input type="checkbox"/> Information |

CLOTHING AND LETTERING

- | | |
|----------------------------|---|
| Champion Knitwear Co., 42, | <input type="checkbox"/> New 1950 Catalog |
| Hodgman Rubber Co., 41, | <input type="checkbox"/> New catalog |
| Kahn Co., Arthur, 59, | <input type="checkbox"/> Information Kahnfast fabrics |
| Kandel Knitting Mills, 51, | <input type="checkbox"/> Information |
| Sand Knitting Mills, 57, | <input type="checkbox"/> Descriptive catalog |

TRAINERS SUPPLIES

- | | |
|-----------------------------------|---|
| Becton Dickinson & Co., 54, | <input type="checkbox"/> Free new Ace Manual, "Aces In Action" |
| Bike Web Mfg. Co., 25, | <input type="checkbox"/> Information Bike tapes and supporters |
| Dolge Co., C. B., 61, | <input type="checkbox"/> 36-page illustrated booklet—"Athlete's Foot—A Public Health Problem" |
| E-Z Walk Corp., 57, | <input type="checkbox"/> Special premium offer |
| Flaherty & Co., Inc., John B., 4, | <input type="checkbox"/> Information "Bub" supporters |
| Horn & Bro., Wm. H., 48, | <input type="checkbox"/> Information "B-H Sportsman" anklets and knee caps |
| Nerren Co., The, 58, | <input type="checkbox"/> Free sample |
| O. C. Mfg. Co., 54, | <input type="checkbox"/> Information "Olympic Champion" supporters |
| Pharma Craft Corp., 49, | <input type="checkbox"/> Free sample "Ting" |
| Rubatex, 39, | <input type="checkbox"/> Information Rubatex closed-cell rubber |
| Seamless Rubber Co., Cover 3, | <input type="checkbox"/> Medical report on "Pro-Cap" athletic tape |
| Wyeth, Inc., 35, | <input type="checkbox"/> Free literature and display poster |

GYMNASIUM & FIELD EQUIPMENT

- | | |
|-------------------------------------|--|
| American Playground Device Co., 27, | <input type="checkbox"/> Information |
| Gilman, Marty, 49, | <input type="checkbox"/> Free booklet "Gulf Sani-Soil Set" |
| Gulf Oil Corp., 19, | <input type="checkbox"/> Free booklet |
| H. & R. Mfg. Co., 57, | <input type="checkbox"/> Information official starter's pistol |
| Laszlo, S. E., 51, | <input type="checkbox"/> New catalog |
| Naden & Sons, 51, | <input type="checkbox"/> Circular No. 25D |
| National Sports Equipment Co., 59, | <input type="checkbox"/> Literature on trampolining |
| Nissen Trampoline Co., 53, | <input type="checkbox"/> Information |
| Smith, Elmer, 32, | <input type="checkbox"/> Information |
| Vernier Mfg. Co., 45, | <input type="checkbox"/> Full information |
| Wright Mfg. Co., 53, | |

LIGHTING EQUIPMENT

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|---------------------------|--|
| Crouse Hinds Co., 21, | <input type="checkbox"/> Sports Lighting Bulletin |
| General Electric Co., 37, | <input type="checkbox"/> Bulletins GET-1284C and GEC 533 |

BASEBALL EQUIPMENT

- | | |
|--------------------------------|---|
| Hanna Mfg. Co., 46, | <input type="checkbox"/> Information "Batrite" bats |
| Hillierich & Bradshaw Co., 33, | <input type="checkbox"/> New catalogs |
| McLaughlin-Millard, Inc., 8, | <input type="checkbox"/> Information |

SELLING LIFE INSURANCE

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|--|--|
| Mutual Life Insurance Co. of N. Y., 6, | <input type="checkbox"/> Free booklet, "The Career for Me" |
|--|--|

RECONDITIONERS

- | | |
|---------------------------|--|
| Guild Products, Inc., 61, | <input type="checkbox"/> Prices and information |
| Ivory System, Cover 4, | <input type="checkbox"/> Add name to "Observer" list |

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SWIMMING SUPPLIES

Ocean Pool Supply Co., 54, ☐ Information

RUBBER BALLS

Voit Rubber Corp., 31, ☐ Information
Weaver Wintak Sales Co., 47, ☐ Prices and information Weaver softball equipment

TOWELS

McArthur & Sons, George, 58, ☐ Information McArthur school towel system

TENNIS EQUIPMENT

Dunlop Tire & Rubber Corp., 50, ☐ Free booklet, "How to Improve your Tennis Game," Vinnie Richards

AWARDS AND TROPHIES

Award Incentives, Inc., 55, ☐ New catalog

GRASS SEED & TURF

Michigan Peat, Inc., 59, ☐ Information
Scott & Sons Co., O. M., 58, ☐ Information on turf for athletic fields

COACHING SCHOOLS

Adams State College Coaching School, 60, ☐ Information
Colby College Coaching School, 57, ☐ Information
Colorado College Coaching School, 55, ☐ Information
Colorado High School Coaches Assn. Coaching School, 50, ☐ Information
Eastern Basketball Clinic, 54, ☐ Information
Eastern Pa. Scholastic Coaching Clinic, 51, ☐ Information
Montana Summer Coaching School, 52, ☐ Information
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Ohio High School Coaching School, 53, ☒ Information
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Washington State High School Coaches Assn. Coaching School, 57, ☐ Information
West Virginia University Workshop, 58, ☐ Information
Wisconsin State High School Coaches Assn. Coaching School, 60, ☐ Information

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American Coaches Supply Co., 62, ☐ Information
Castella Fencing Equipment Co., 62, ☐ Information
Ederer Co., R. J., 62, ☐ Information
Hanna Mfg. Co., 62, ☐ Catalog
Hillerich & Bradsby Co., 62, ☐ "Famous Slugger Year Book"
☐ Official Softball Rules

BOOKS

(Enclose money where required)

American Coaches Supply Co., 49, ☐ Instructor's Magic Slate for Football, \$1.00
Athletic Journal ☐ Binders, 35 cents each
Core, John T., 63, ☐ Free information "Five Star" Track Score Cards

Coupon will not be honored unless position is stated.

NAME _____ POSITION _____
SCHOOL _____
CITY _____ ZONE _____ STATE _____

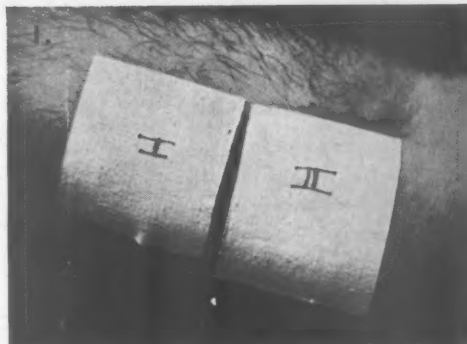
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These photographs were taken during clinical tests

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2. After 48-hour application—Tape removed after 48-hour application on same individual. Practically no reaction from Seamless Pro-Cap; severe reaction from ordinary athletic tape.



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